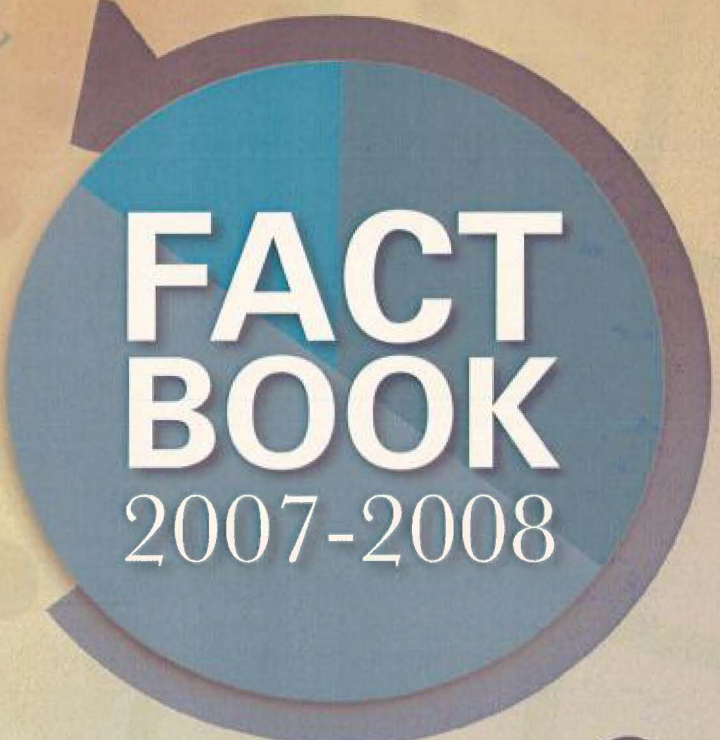


Salisbury
UNIVERSITY

www.salisbury.edu/iara

Prepared by University
Analysis, Reporting
& Assessment



FACT BOOK

2007-2008

“With time, many of
the facts I learned were
forgotten, but I never lost the
excitement of discovery.”

– Paul Berg, American biochemist and professor emeritus at Stanford University

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Section I: Resources

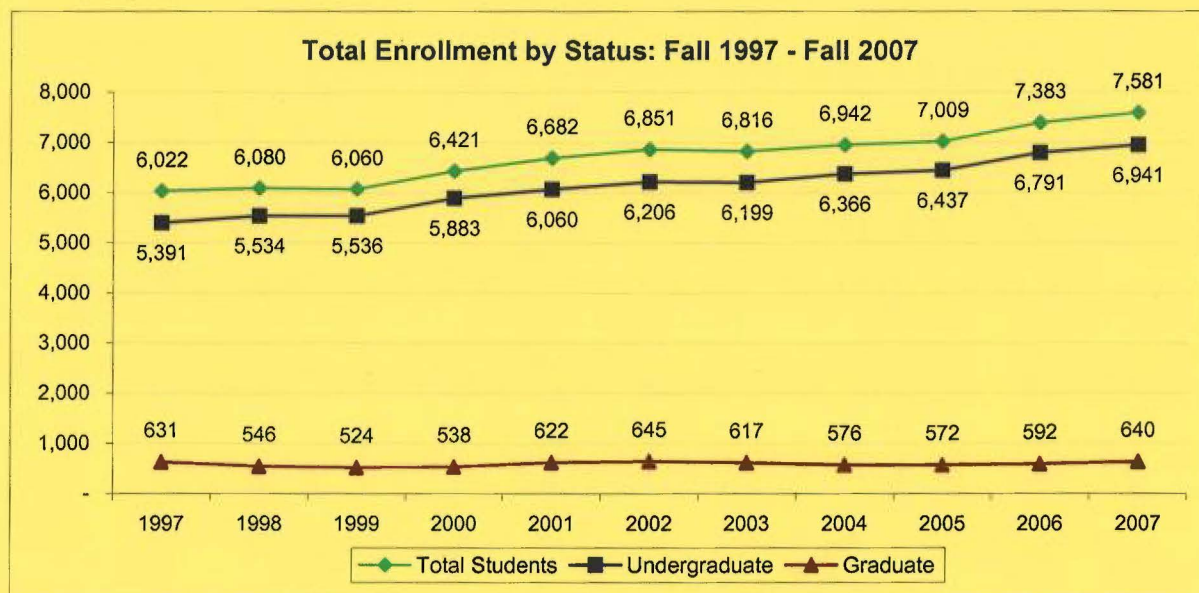
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Institutional Planning and Mission

Salisbury University Strategic Goals for AY 2004-AY 2008

- Goal I:** The University will enhance an academic and learning environment that promotes intellectual growth and success.
- Goal II:** The University will advance a student-centered environment.
- Goal III:** The University will foster inclusiveness as well as cultural and intellectual pluralism.
- Goal IV:** The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
-





Salisbury University Profile FALL 2007

Founding Date: 1925 **Location:** Wicomico County, Maryland

8th President: Janet E. Dudley-Eshbach, Ph.D.
(Appointed July 1, 2000)

Carnegie Classification: Master's L (Larger Programs)

Accreditations & Societies:

American Chemical Society Committee on Professional Training (ACS-CPT)
The Association to Advance Collegiate Schools of Business (AACSB-International)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education (CSWE)
Middle States Commission on Higher Education (MSACHE) – Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association of Schools of Music (NASM)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)

Total Headcount Enrollment:

7,581	Total
2.7%	increase from Fall 2006 (+198)
10.7%	increase from Fall 2002 (+730)
25.9%	increase from Fall 1997 (+1,559)

Headcount Demographics:

	Undergraduate	Graduate	Total
Total Enrollment	6,941	640	7,581
Full-Time Enrollment	6,357	210	6,567
Part-Time Enrollment	584	430	1,014
% Female	55%	74%	57%
% Male	45%	26%	43%
Minority Race/Ethnicity			
African-American	11.5%	8.5%	11.3%
American Indian	0.6%	.3%	0.6%
Asian/Pacific Islander	2.8%	.8%	2.6%
Hispanic	2.5%	1.6%	2.4%
Nonresident Alien	0.6%	1.8%	0.6%
Total Minority & Nonresident Alien	18.0%	13.0%	17.5%
% In-State	85.4%	88.1%	85.7%
% Out-of-State	14.6%	11.9%	14.3%
Countries Represented	58	16	61
States/ Territories Represented	30	12	32

% F/T = 86.6%

% UG F/T of all UG= 91.6%

% UG = 91.6%

Student/Faculty Ratio: 16.3 (FTES/FTEF)

Average credit hours per undergraduate student:	14.23 (All)	14.96 (F/T)	6.28 (P/T)
Average credit hours per graduate student:	6.23 (All)	10.67 (F/T)	4.06 (P/T)
Lecture courses w/ < 20 students: 27%	Lecture courses w/ 20-40 students: 66%		
Lecture courses w/ > 40 students: 7%	Average class size: 26		
1,891 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 42 (offering the B.A., B.S., B.A.S.W., B.F.A.)

Accounting	Economics	Health Education	Physical Education
Art	Elementary Education	History	Physics
Athletic Training	English	Information Systems	Political Science
Biology	Environmental Health	Interdisciplinary Studies	Psychology
Business Administration	Environmental Issues	International Studies	Respiratory Therapy
Chemistry	ESOL	Management	Social Work
CLS/Medical Technology	Exercise Science	Marketing	Sociology
Communication Arts	Finance	Mathematics	Spanish
Computer Science	Fine Arts	Music	Theatre
Conflict Analysis & Dispute Resolution	French	Nursing	
Early Childhood Education	Geography	Philosophy	

Graduate Programs: 13

Applied Health Physiology (M.S.)	Mathematics Education (M.S.)
Business Administration (M.B.A.)	Nursing (M.S.)
Conflict Analysis & Dispute Resolution (M.A.)	Public School Administration (M.Ed.)
Education (M.Ed.)	Reading Specialist (M.Ed.)
English (M.A.)	Social Work (M.S.W.)
Geographic Information Systems (M.S.)	Teaching (M.A.T.)
History (M.A.)	

Post-Baccalaureate/Masters Certificates: 5

Family Nurse Practitioner (Non-Degree)	Teaching and Learning with Technology
Health Care Management	Teaching English to Speakers of Other Languages (TESOL)
Mathematics for Middle School Teachers	

Enrollment in Most Popular Undergraduate Majors:

623 (9.0%)	Business Administration	418 (6.0%)	Nursing
485 (7.0%)	Communication Arts	359 (5.2%)	Psychology
462 (6.7%)	Biology	275 (4.0%)	Marketing
430 (6.2%)	Elementary Education	266 (3.8%)	Accounting

Degrees Conferred AY 2006-07: 1,439 Bachelors,
171 Masters

Resident Population on Campus: 1,730 (27.2% of full-time undergraduates)

National & International Honor Societies: 20

Student Age: Average Age of all students = 22.1

Average Age of all undergraduates = 21.3	Average Age of all graduate students = 31.4
92.3% of all undergraduates are age 24 and younger	13.1% of the total student body is age 25 and older

Freshman to Sophomore Retention Rate: 81.3%

Six-year Completion Rate: 75.1% MHEC rates for SU students—includes transfer-out completers)
(2000 Cohort) 69.8% Freshmen who start and complete at SU

Undergraduate Tuition & Fees AY 2007-08

Annual In-State	\$ 6,412
Annual Out-of-State	\$14,500

Freshman Admissions: Fall 2007

6,593 applied	3,684 accepted	1,150 enrolled
	56% acceptance rate	31% enrollment yield

Financial Aid Recipients for FY 2007

4,751 UG recipients	\$43,629,574
323 Graduate recipients	\$ 2,721,824

Fall 2007 Comparison of SAT Scores by Percentile for SU, Maryland, and the USA

	Salisbury University			Maryland ¹			USA ¹		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
Mean	555	565	1,120	500	502	1,002	502	515	1,017
25 th	510	520	1,030	420	410	830	430	430	860
50 th	550	560	1,110	500	500	1,000	500	510	1,010
75 th	590	610	1,200	580	590	1,170	580	590	1,170

¹Source: College Board**Faculty Data:**

Full-Time*	363
Tenured/Tenure Track	296
Average length of service (years)	12.3
% with Terminal Degree	92%
% with Ph.D.	88%
Full-Time Non Tenure Track	67
% with Terminal Degree	33%
% with Ph.D.	22%
Part-Time Non Tenure Track	168
Total Faculty	531
Female	273
Male	258

* Terminal degrees representing 107 institutions of higher education in 39 states, the District of Columbia, and 3 foreign countries.

Grants and Sponsored Research Awards:

Fiscal Year	Awards
1999	\$2,370,532
2000	\$3,222,511
2001	\$5,065,542
2002	\$5,358,870
2003	\$4,474,367
2004	\$4,730,622
2005	\$3,533,527
2006	\$3,846,811
2007	\$3,686,936

Source: Office of University Research Services

Private Support

Fiscal Year	Donations & Revenue	Disbursements And Expenses	Gross Assets
1999	\$6,858,211	\$2,719,064	\$32,534,437
2000	\$6,221,199	\$2,959,897	\$36,399,079
2001	\$1,993,754	\$3,512,711	\$32,845,071
2002	\$ 152,099	\$3,464,098	\$28,589,028
2003	\$4,116,404	\$3,428,412	\$29,044,428
2004	\$5,979,770	\$3,419,673	\$31,530,096
2005	\$4,196,983	\$3,068,586	\$32,456,240
2006	\$14,952,910	\$3,453,573	\$44,376,137
2007	\$9,878,431	\$3,974,899	\$52,724,083

Source: SU Foundation, Inc.

Operating Budget: FY 2007 Actual \$117,130,747
Projected Budget: FY 2008 \$128,634,724

Source: Office of Administration & Finance

Physical Plant: 153.7 acres
51 Buildings, including 10 Residence Halls
Total Gross Square Feet: 1,444,989

Blackwell Library: 269,426 bound volumes; 248,446 government documents; 752,217 microforms; 1,216 audiovisual items; 1,241 current periodical subscriptions, special collections of maps, art prints, etc.

Summary of Student Characteristics: Fall 2007

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	6,357	584	6,941	91.6%
Graduate	210	430	640	8.4%
Total	6,567	1,014	7,581	100%
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2,845	265	3,110	44.8%
Undergraduate Females	3,512	319	3,831	55.2%
Subtotal Undergraduates	6,357	584	6,941	100%
Graduate Males	75	96	171	26.7%
Graduate Females	135	334	469	73.3%
Subtotal Graduates	210	430	640	100%
Total Males	2,920	361	3,281	43.3%
Total Females	3,647	653	4,300	56.7%
Total Enrollment	6,567	1,014	7,581	100%
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	129	-	129	11.3%
White	927	7	934	81.6%
Other	81	-	81	7.1%
Nonresident Alien (NRA)	1	-	1	0.1%
Unknown	5	-	5	-
*Subtotal First-time Freshmen	1,143	7	1,150	100%
Undergraduate African-American	664	118	782	11.5%
Undergraduate White	5,173	392	5,565	82.0%
Undergraduate Other	366	34	400	5.9%
Undergraduate Nonresident Alien (NRA)	37	4	41	0.6%
Undergraduate Unknown	117	36	153	-
*Subtotal Undergraduate	6,357	584	6,941	100%
Graduate African-American	28	25	53	8.5%
Graduate White	161	381	542	87.0%
Graduate Other	6	11	17	2.7%
Graduate Nonresident Alien (NRA)	10	1	11	1.8%
Graduate Unknown	5	12	17	-
*Subtotal Graduates	210	430	640	100%
Total African-American	692	143	835	11.3%
Total White	5,334	773	6,107	82.4%
Total Other	372	45	417	5.6%
Total Nonresident Alien	47	5	52	0.7%
Total Unknown	122	48	170	-
*TOTAL ENROLLMENT	6,567	1,014	7,581	100%
*Percentages are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	6,050	360	6,410	92.3%
Undergraduate 25 & over	307	224	531	7.7%
Subtotal Undergraduates	6,357	584	6,941	100%
Graduates 24 & under	101	78	179	28.0%
Graduates 25 & over	109	352	461	72.0%
Subtotal Graduates	210	430	640	100%
Total 24 & under	6,151	438	6,589	86.9%
Total 25 & over	416	576	992	13.1%
Total Enrollment	6,567	1,014	7,581	100%
RESIDENCE (of Origin)	TOTAL		% of Total	
Total Undergraduates				
Eastern Shore, MD	1,963		28.3%	
Western Shore, MD	3,968		57.2%	
Out-of-State	967		13.9%	
International students, int'l address	41		0.6%	
Permanent resident visa students, int'l address	2		-	
Subtotal	6,941		100%	
Total Enrollment				
Eastern Shore, MD	2,431		32.1%	
Western Shore, MD	4,064		53.6%	
Out-of-State	1,032		13.6%	
International students, int'l address	52		0.7%	
Permanent resident visa students, int'l address	-		-	
US students, int'l address	2		-	
TOTAL	7,581		100%	

History of the University

Committed to advancing the quality of its teachers, in 1922 the state of Maryland sought a suitable location for a two-year state normal school, the first to be built east of the Chesapeake Bay. The city of Salisbury, located at the intersection of the area's chief north-south and east-west travel routes, was a natural choice, not only for its role as "Crossroads of the Delmarva Peninsula," but as the area's economic and residential center and its largest municipality. By September 1925, Salisbury University began its many-named life, first as the *Maryland State Normal School at Salisbury*. For six years, a two-year training program for elementary teachers remained its sole academic offering. In 1931, a third-year course was added, and in 1934 the institution—now renamed the *State Teachers College at Salisbury*—became a four-year college offering a Bachelor of Science degree. In 1947, certification for junior-high teachers and in 1960 senior-high training complemented the elementary program.

The liberal arts and sciences, beginning in 1960 with the creation of a Bachelor of Arts course of study and additional Bachelor of Science degree programs, assumed a central place in the school's curriculum. In 1962, a Master of Education degree heralded the University's first entrance into graduate education. Less frequently cited, a more significant change also began in the early 1960s—enrollment of Salisbury's first African-American students.

The Maryland legislature in 1963 voted to rename the State's five teachers' colleges, dropping the word "teachers" from their names and bringing them under a central governance board. The institution's name was subsequently changed (for the third time) to *Salisbury State College*. The creation of a single Board of Trustees for these state colleges brought new statewide resources but an end to some of Salisbury's campus self-determination and governance. On balance, these changes reflected a new statewide commitment to the liberal arts and sciences and greater statewide direction to Maryland public higher education.

Over the next forty years professional

programs in business, social work, medical technology, respiratory therapy, and nursing brought Salisbury's total undergraduate programs to its current level of forty-two. Several graduate programs in the liberal arts joined education's advanced degrees—Master of Arts in History (1971), Master of Arts in English (1974), and Master of Arts in Psychology (1975; discontinued 2000). Additional professional graduate degrees—a Master of Business Administration (1982) and a Master of Nursing (1986)—soon rounded out an institutional graduate curriculum. Recent graduate degree additions bring the total to thirteen (plus five advanced certificates): Master of Arts in Teaching, Master of Education in Public School Administration, Master of Science in Applied Health Physiology (2000), Master of Social Work (2001), a Master of Education Reading Specialist and Master of Science in Math Education (2003), and in 2006 a Master of Science in Geographic Information Systems and Public Administration and a Master of Arts in Conflict Analysis and Dispute Resolution.

Throughout the University's history, graduate programs have remained small in size—fewer than 10% of collective overall enrollment. Since 1960, quality undergraduate education in the liberal arts and sciences and a range of professional programs has been the overwhelmingly dominant aspect of the University's programmatic life.

By state legislative action in 1988, Maryland's five state teachers' colleges joined the University of Maryland System (later renamed the University System of Maryland), with a single state Board of Regents as the governing body for eleven degree-granting institutions and two research institutes ranging widely in size and historic purpose. A fourth and then a fifth name change followed, with respective Board of Regents' approval, to recognize Salisbury's increased status as a university, first as *Salisbury State University* (1988) and then its fifth and current identity, *Salisbury University* (2001).

University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a fall 2007 headcount enrollment of 7,581 students and 6,917 FTES (Full-time Equivalent Students). The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland—that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west, the Atlantic Ocean on the east, the State of Delaware to the north and to the east, and the State of Virginia's Eastern Shore to the south.

First explored by Captain John Smith, the Shore retains much of its historic charm and natural beauty. Because of its miles of shoreline, many rivers, and proximity to major urban centers, the Eastern Shore has become known for its recreational appeal and, increasingly, its economic diversity. Tourism and both recreational and commercial fishing are major regional industries. Agriculture has continued as a vital source of livelihood and commerce since European settlers first arrived in the early 1600's, while an increasing number of high-technology industries, including the Mid-Atlantic Regional Spaceport, promise new and ever more opportunities.

The Atlantic beaches, relatively mild winters, and leisurely lifestyle attract summer vacationers and, in recent times, an influx of retirees, many of whom are natives of northern states relocating their permanent residence. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning (September 2006), the 2005 nine county population of the Eastern Shore was 425,600. This figure represents a 43% increase from the 1980 census (296,620) and 24% from the 1990 census (343,769). The population is projected to increase by approximately 7.5% every five years for the next two decades.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city and 8th largest in the state with a municipal population of 26,295. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury-Ocean City/Wicomico Regional Airport is also the state's second largest after Baltimore-Washington International. Manufacturing and processing industries employ the largest number

of residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore remains largely rural. The 2005 population of Wicomico County was 89,950, an increase of 21% from 1990 and 39% from 1980.

Along with its importance as an economic center, Salisbury offers many social and cultural opportunities. Its newspapers, television and radio stations, movie theaters, stores, businesses and industries, museums, libraries, civic center, cultural programs, houses of worship, public and private schools, community college, and university all contribute to an on-going vitality and significance in the life of the Eastern Shore and Maryland.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings in lectures, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. Numerous University-sponsored cultural events are open to the community, most at no cost. A recent economic impact study announced that the University brings some \$350 million annually to the Lower Eastern Shore economy and generates the equivalent of 3,000 local jobs.

The University presents a nationally distinctive case in which all four schools have been endowed: the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts, the Franklin P. Perdue School of Business, and the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. Other University endowments have established the Nabb Research Center for Delmarva History and Culture, the Bobbi Biron Theatre Program, and the Thomas E. Bellavance Honors Program. Other large donations generated and support The Center for Conflict Resolution, the Salisbury Symphony, and the Institute for Public Affairs and Civic Engagement, among others. Each plays a critical role in responding to the educational, economic, cultural, and social needs of the region.

Table 1:

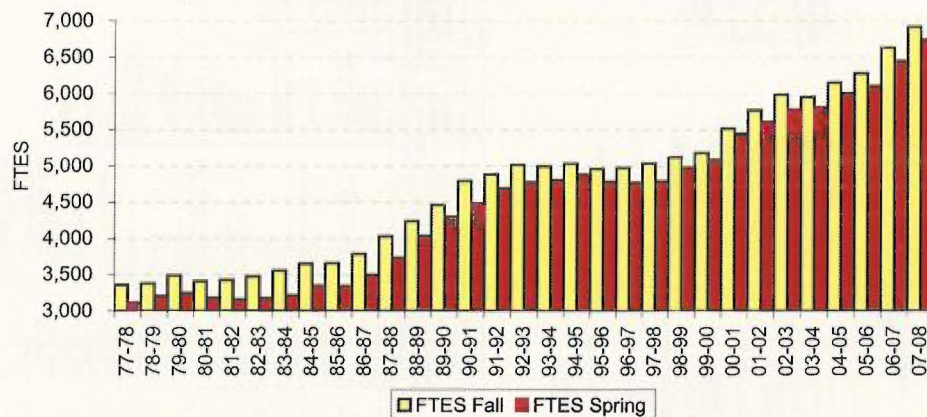
Headcount and FTES Enrollments
Academic Years 1977-78 through 2007-08

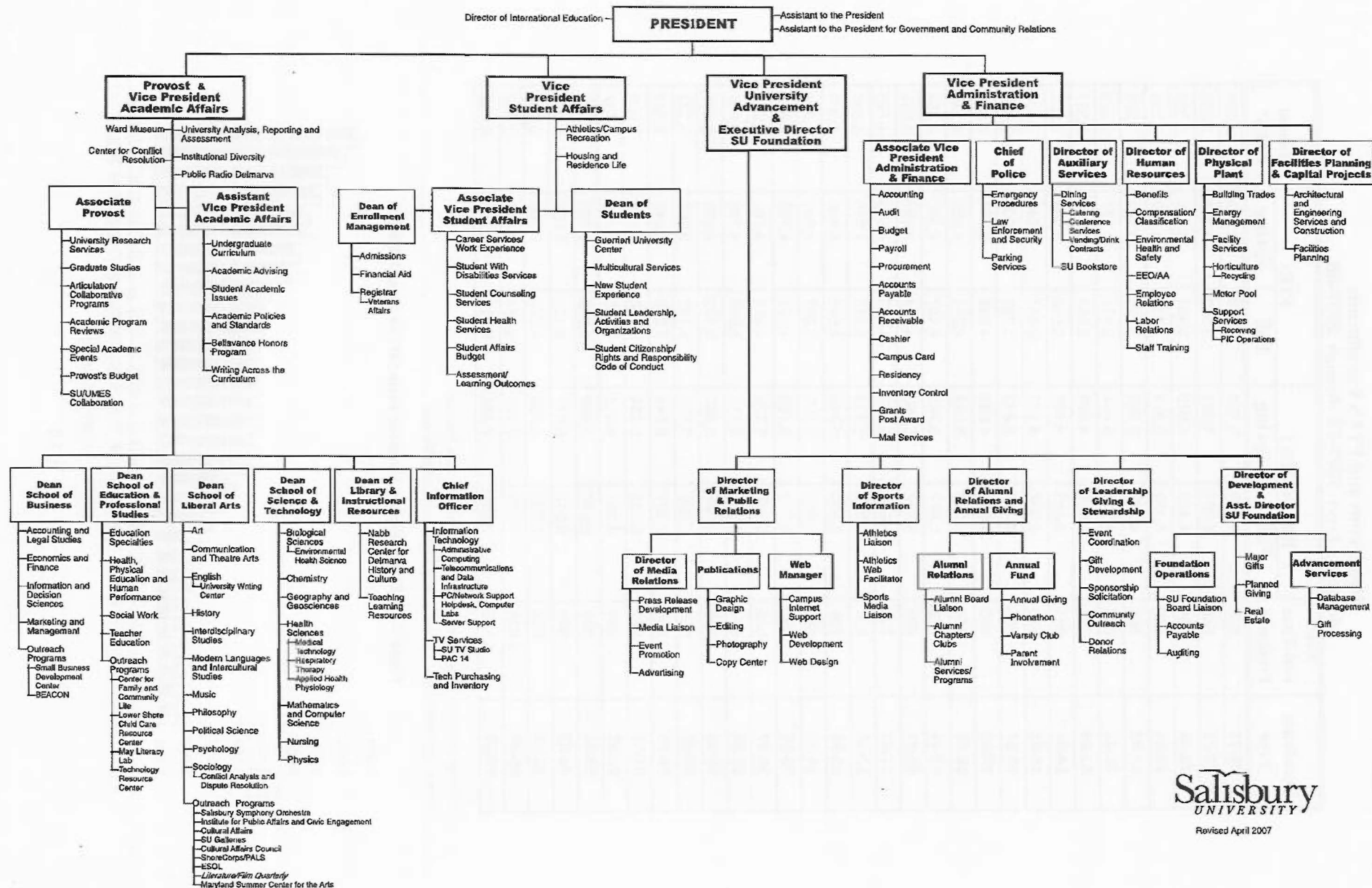
Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		Annual FTES*
		Fall	Spring	Fall	Spring	
77-78	856	4,299	3,968	3,363	3,113	3,238
78-79	688	4,361	4,081	3,382	3,204	3,293
79-80	654	4,427	4,040	3,491	3,245	3,368
80-81	622	4,318	3,971	3,410	3,179	3,295
81-82	N/A	4,349	3,995	3,426	3,161	3,294
82-83	659	4,341	3,967	3,475	3,177	3,326
83-84	721	4,488	4,029	3,557	3,217	3,387
84-85	811	4,485	4,178	3,652	3,349	3,501
85-86	711	4,507	4,163	3,661	3,345	3,503
86-87	685	4,708	4,442	3,790	3,500	3,645
87-88	803	4,960	4,692	4,032	3,737	3,885
88-89	855	5,260	5,044	4,241	4,035	4,138
89-90	773	5,447	5,263	4,467	4,300	4,384
90-91	659	5,734	5,398	4,794	4,487	4,641
91-92	711	5,884	5,669	4,883	4,693	4,788
92-93	634	6,022	5,719	5,017	4,775	4,896
93-94	726	5,956	5,749	4,995	4,806	4,901
94-95	680	6,048	5,909	5,031	4,881	4,956
95-96	650	6,010	5,763	4,962	4,788	4,875
96-97	685	5,947	5,775	4,976	4,768	4,872
97-98	874	6,022	5,711	5,035	4,792	4,914
98-99	928	6,080	5,887	5,122	4,976	5,049
99-00	856	6,060	5,926	5,181	5,085	5,133
00-01	930	6,421	6,244	5,519	5,445	5,482
01-02	941	6,682	6,434	5,768	5,609	5,689
02-03	899	6,851	6,613	5,985	5,778	5,882
03-04	946	6,816	6,598	5,950	5,809	5,880
04-05	986	6,942	6,677	6,150	6,006	6,078
05-06	958	7,009	6,786	6,277	6,100	6,188
06-07	1,028	7,383	7,182	6,631	6,444	6,538
07-08	1,143	7,581	7,451	6,917	6,741	6,829

*Average of fall and spring semester FTES (Full-Time Equivalent Students)

Source: Enrollment Files NA = not available at time of publication

Figure 1: FTES Enrollment: Academic Years 1977-78 through 2007-08





Salisbury University Foundation Inc.

Board Members

December 2007

Edward M. Thomas
1999
The Bank of Delmarva
Chair

Deborah Abbott
1996
PNC Bank

Charles T. Capute, Esq.
2004
Charles T. Capute, LLC

Robert A. Coker, D.O.
2007
Peninsula Cardiology Associates

Bruce W. Cort
1994
Cort & Associates, Inc.

The Hon. D. Page Elmore
1999
Maryland State Delegate

Charles Emery
2002
Cable Testing Associates

Ellen I. Fretterd
1990
Community Activist

Richard Givens II
2002
Retired

Michael S. Guerrieri
1998
Guerrieri Venture Partnership

Edward E. Henry, Jr.
2002
Retired

Peter E. Jackson, Ph.D.
2005
Chesapeake Bay Farm

Melissa Judkins
2006
Community Volunteer

C. Frederick Lankford
1998
Lankford-Sysco
Food Services, Inc.

Dennis M. Mannion
2007
The Baltimore Ravens

Ann Showell Mariner
1993
Castle in the Sand Motel

Anne Hallowell Miller
1998
Hallowell Foundation

David W. Moore, Esq.
2006
David W. Moore, P.A.

Robert L. Moore, CPA
2006
Moore & Company, PA

John E. Moseman
2002
WelGard

Kevin E. Myers, CPA
2006
Trice Geary & Myers, LLC

Kathryn C. Washburn Niskanen
1998
Department of the Interior

Steven S. Pappas
2006
The Green Turtle
Blue Ox Steakhouse

James A. Perdue
2003
Perdue Farms, Inc.

John P. Proctor, Esq.
2007
Emeriti-Winston & Strawn, LLP

Emilie Wood Robinson
2000
Retired

Peter A. Roskovich
2005
Adams The Place for Ribs
Black Diamond Catering

J. Michael Scarborough
1998
The Scarborough Group

Marilyn A. Seidel
2000
Retired

Irving J. Shen, D.D.S.
1996
Dentist – Private Practice

Rosemary M. Thomas, Ed.D.
2003
SU Foundation, Inc.
Executive Director

Leland B. Trice
2006
Trice Valuation Services, LLC

Board of Directors Emeritus
Klein G. Leister
Marshall W. Moore
Dick Young

**USM Board of Regents
2007-2008 Members
December 2007**

Clifford M. Kendall
Baltimore County
Appointed March 99
Chairman

Patricia S. Florestano
Anne Arundel County
Appointed March 2001
Assistant Treasurer

R. Michael Gill
Baltimore County
Appointed July 2004
Assistant Secretary

Barry P. Gossett
Anne Arundel County
Appointed February 2007

Alicia Coro Hoffman
Dorchester County
Appointed November 2005

Orlan M. Johnson
Prince George's County
Appointed July 2002
Vice Chairman

The Hon. Francis X. Kelly, Jr.
Baltimore County
Appointed July 2005

The Hon. Marvin Mandel
Anne Arundel County
Appointed July 2003

The Hon. C. Thomas McMillen
Howard County
Appointed February 2007

Robert L. Mitchell
Montgomery County
Appointed July 2003
Secretary

David H. Nevins
Baltimore County
Appointed July 1999

A. Dwight Pettit, Esq.
Baltimore City
Appointed August 2003

Robert L. Pevenstein
Baltimore County
Appointed July 2003
Treasurer

The Hon. Roger L. Richardson
Ex officio
Worcester County
Appointed February 2007

James L. Shea
Baltimore County
Appointed February 2007
Secretary

Thomas G. Slater, Esq/
Frederick County
Appointed July 2007

Richard Scott
*Student Regent**
Appointed July 2007

Source: USM Board of Regents, Board
of Regents 2007-2008 Members

Salisbury University

Mission, Vision, and Values

Mission

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Vision

Salisbury University, Maryland's university of national distinction will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

Values

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations for our students.

July 2004

To the Salisbury University Community:

Emphasizing four strategic goals and over thirty primary objectives, the Salisbury University Strategic Plan Goals and Objectives: AY 2004 - AY 2008 establish a cogent course for Salisbury University for the next five years. Produced during an intensive 16-month process involving every campus constituency, the Plan targets objectives to maintain and advance institutional strengths, to meet institutional challenges, and to exploit opportunities for enhanced excellence, academic growth, and advancement. Driven by our institutional mission and vision and framed by our core values, the Strategic Plan affirms academic excellence as our defining attribute and reinforces our belief that student learning is central.

I would like to thank the hundreds of individuals who contributed in this broad-based planning effort. Special thanks to the Strategic Planning Team, participants in the campus-wide and representative planning events, and the many governance and leadership groups that provided valuable comment and guidance. These efforts were essential in informing the Vice Presidents and me as we met to discuss and finalize the Strategic Plan. Comments, documents, resolutions, and suggestions from the Faculty Senate, the Student Government Association, the Staff Senate, the Provost's Council, the Academic Deans, the Strategic Planning Team, and individuals were all critical to this effort.

In order to involve all levels of the SU community in moving toward the specific objectives of the Strategic Plan, formal responsibility often referred to as accountability, will be assigned to appropriate campus leaders. Action plans or strategies are and/or will be developed to accomplish each objective. Concurrently, definitive milestones and timetables will be identified to indicate when an objective has been accomplished. The Plan is to be used by all academic and administrative units to guide budgeting, academic, student support, and external, mission-appropriate initiatives.

All objectives, simply by their inclusion in the Strategic Plan, are important. After careful consideration of the input and the insight of the campus community, the Vice Presidents and I have chosen several objectives within each goal as "Objectives for Emphasis." Several of the objectives have been recognized as both immediate and long-term initiatives that may last well beyond the life of the current Plan. Other objectives are shorter term, will be staged into a priority status as time progresses, and may be accomplished within the life of the Plan. At all times, planning will remain dynamic, with the institution cognizant of external and internal pressures that propel change. Consequently, the campus community and particularly the campus governance groups, remain essential constituents of any dialogue that leads to institutional change, informing priorities and defining institutional vision.

The recently completed Salisbury University Facilities Master Plan provides a vision for facilities and institutional growth for the next ten years that connects well with the Strategic Plan. Institutional effectiveness efforts in student learning and administrative support further unify our planning and improvement efforts. To underscore how these collective planning initiatives further the mission and vision of Salisbury University, the phrase Learn/Live/Lead will be used in publications and around campus in the coming months.

I am grateful to the entire Salisbury University Community for your involvement in our extensive planning efforts. Together we will move forward to make the Strategic and Facilities Plans a reality.

Janet Dudley-Eshbach, President

**Summary of
Objectives for Emphasis
in the Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008**

Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.

- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- G. Recruit and retain highly qualified faculty and staff.
- G.5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: The University will advance a student-centered environment.

- D.1. Improve recreational, wellness, and fitness services, programs, and facilities.
- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.

- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- C. Foster the growth of a more diverse student and employee population.
- A. Provide multicultural and sensitivity education and activities for the campus community.

Goal IV: The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.

Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008

Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.

- A. Maintain and advance academic excellence as the defining attribute of all academic programs and student learning.
- B. Enhance General Education as the necessary foundational experience for students.
- C. Offer each student opportunities for experiential learning, including but not limited to: service learning; civic engagement; volunteering; internships; student research; study abroad; and community outreach activities.
- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- E. Ensure resources support and strengthen current academic programs, while exploring opportunities to offer new graduate and undergraduate programs.
- F. Promote student technology fluency, as well as relevant faculty and staff development in the use of technology in teaching and services.
 - 1. Provide effective and reliable classroom and computer lab technology and campus telecommunications infrastructure.
- G. Recruit and retain highly qualified faculty and staff.
 - 1. Develop and implement workload standards that are comparable to institutional peers.
 - 2. Develop and implement mechanisms for enhancing faculty and staff rewards and support.
 - 3. Strengthen available resources for scholarship, research, sabbatical leaves, professional activities, and other faculty development opportunities.
 - 4. Maintain the commitment to having the vast majority of instructional staff consist of tenured and tenure-track faculty, and strive to provide healthcare, pension, and other benefits to all full-time faculty and staff.
 - 5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: The University will advance a student-centered environment.

- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- B. Develop “Student Academic Enrichment Centers” to assist the academic achievement of students of all abilities.
- C. Maintain and improve the high quality of advising, individualized for undergraduates and graduates.
 - 1. Establish faculty/advisee ratios at levels consistent with BOR policies and school guidelines.
 - 2. Ensure that a full-time advising coordinator is on staff in all schools.
- D. Elevate student access to campus services and activities.
 - 1. Improve recreational, wellness, and fitness services, programs, and facilities.
 - 2. Examine and implement alternative scheduling options and support services to meet the needs of our students.
- E. Sustain quality theatre, leadership, Division III Athletics, and other extracurricular programming while affirming academics as the highest priority in the lives of students.
- F. Provide classrooms and other settings that foster effective faculty-student connections and engaged, interactive student learning, and strengthens student to faculty exchanges.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.

- A. Provide multicultural and sensitivity education and activities for the campus community.
- B. Examine and align the weight of the current, multiple admissions factors, particularly standardized tests, in line with institutional priorities and values.
- C. Foster the growth of a more diverse student and employee population.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- E. Expand academic and social practices/support for the integration of international students into SU and the local community.
- F. Enhance SU linkages to immigrant communities.
- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- H. Enhance “multiculturalism” throughout the curriculum.
- I. Work cooperatively with K-12 institutions and community colleges to enhance the success of underrepresented groups.

Goal IV: *The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.*

- A. Align SU strategic collaborations and targeted community outreach activities with institutional priorities.
- B. Enhance the University's ability to respond to the region's business, economic, community, and workforce development needs through its academic and extra-curricular activities.
- C. Develop and implement an effective, efficient, integrated, comprehensive University marketing plan.
- D. Encourage and support the development of grant and sponsored research projects and programs that support the University's mission.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.

SALISBURY UNIVERSITY

2007 Institutional Performance Accountability Report to the Maryland Higher Education Commission

Submitted September 2007

Prepared by the Office of University Analysis, Reporting, & Assessment

Program Description

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

INSTITUTIONAL ASSESSMENT

Overview

In 2006-07, Salisbury University solidified its reputation as one of America's outstanding comprehensive universities, garnering important recognition from several of the nation's leading publications on higher education excellence. For the 11th consecutive year, SU earned regional and national acclaim in *U.S. News & World Report's* "America's Best Colleges" and, in the 2008 edition, was named one of the top seven public universities of its class in the northeastern United States. For the 9th consecutive year, SU was designated by *The Princeton Review* as one of "The Best 366 Colleges" in the U.S. and for the 4th straight year was named by *Kaplan Newsweek* as one of "America's 371 Most Interesting Schools." Further, the University retained its ranking as one of the top "100 Best Values in Public Colleges" by *Kiplinger's Personal Finance* magazine. In 2007, with an affordability ranking of 50th for in-state students (an improvement of 12 places over the previous year) and 40th for out-of-state students (an improvement of 1 place since 2006), the University is associated with some of the finest institutions in the nation.

Salisbury University has earned national acclaim despite receiving less state funding than all but one

of our national performance peers and ranking last among University System of Maryland (USM) institutions in combined state operating support defined as general fund allocation, plus full-time in-state tuition, plus Maryland-supported fees. This stands as a testament to the caliber of SU's faculty and staff, the noteworthy culture of private giving that has assisted our institution through challenging times, and a commitment to exacting fiscal stewardship that enables the University to invest the maximum possible share of public dollars in students and classrooms.

In response to the USM's enrollment growth initiatives, Salisbury University was targeted as a growth institution and, with the first-ever commitment to quasi-formulaic funding to support enrollment growth, the University achieved its aggressive enrollment targets. State appropriations were sought and secured for FY 2007 that funded enrollment growth, enabling the University to expand its resource base, accommodate additional students in accordance with its plan, broaden access, and maintain academic quality. Concurrently, the University is proceeding with plans to expand further its academic facilities in order to accommodate future growth.

To begin effective fall 2007, Salisbury University has been granted an exception to University System of Maryland *BOR Policy III-4.0 – Policy on Undergraduate Admission* in order to conduct a five-year pilot study using standardized tests as an optional criterion for admission for freshman applicants with high school minimum grade point averages of 3.5. The policy change grants SU an opportunity to evaluate prospective student applicants more holistically by utilizing a test-optional criterion for admission to the University. This policy emphasizes the institution's desire to identify uniquely qualified students by observing a range of applicant's academic, civic and leadership potential, and de-emphasizes the importance of a single test measurement as an adequate predictor of a student's potential for success. This student-centered approach for admission supports the university's mission and core values to promote academic excellence, access, and diversity.

Quality & Effectiveness

Graduation and Retention: In the past 19 years, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in the Northeast. Achievements include: the 6th highest average 6-year graduation rate among comprehensive public master's universities nationwide; average 6-yr graduation rates that are higher than the average of our aspirational and performance peers; the highest 4-year MHEC graduation rates in the USM for 18 of the last 19 years; and the highest 6-year MHEC graduation rates in the USM for 9 of the last 11 years. Since 2004, SU has achieved its goal to maintain a graduation rate of at least 73% annually (Objective 4.4)—a rate dramatically higher than the trends throughout the 1990's and reflecting a 75.1% graduation rate in the current accountability report. Equally important and a testimony to the University's efficiency is the average time to degree, a figure calculated and published by the University System of Maryland in "The Annual Report on the Instructional Workload of USM Faculty." At 8.6 semesters, the average time to degree of SU students is the lowest in the USM and an indicator of the effectiveness of the university in progressively moving students from entrance to graduation in a timely manner.

The University surpassed its goals relative to African-American (Objective 4.5) and minority (Objective 4.6) student graduation rates in 2006 only to dip slightly below benchmark this year to 63% and 58%, respectively. The University was cautious regarding its 2006 achievement since the initial size of the African-American and minority cohorts has only now reached a level that provides a high degree of stability and predictability. Since this marks the first completion cycle of the larger cohorts, it is premature to predict what the trends may be. However, early indications are that the benchmark levels may have been established at unrealistically high levels that correlated against

anomalous spikes from smaller cohort years.

Since the arrival of President Dudley-Eshbach in 2000, the University has increasingly emphasized its diversity initiatives and demographics—both of which are readily affirmed in the University's trends and benchmarks. Salisbury University continues to increase the diversity of the freshman class and is expanding its emphasis on international education. Additionally, in 2006 the University completed a yearlong effort to study the first year experience of freshmen, concluding the first stage of its efforts in a Foundations for Excellence® in the First College Year Taskforce report. This past year marked the beginning of the strategy and implementation phases associated with the report, with both the Division of Student Affairs and the Division of Academic Affairs partnering to evaluate the taskforce's recommendations and to begin implementing several critical goals, including:

- ♦ develop outcome-based learning goals for first-year students that promote engagement and that support the goals and principles identified for the general education curriculum;
- ♦ improve the first-year students' academic connection to the University through early advisement opportunities, departmental events, seminar series, learning communities, faculty participation in first-year activities, and the integration of the Freshman Reader program into the first-year course curriculum;
- ♦ establish an Academic Achievement Center (AAC) where students will have access to intentional guidance and academic support to achieve greater academic success; and,
- ♦ provide intervention programs for probationary students, inform students of the academic requirements and expectations, coordinate a campus early warning system, provide programs for students needing basic academic skills, centralize the advisement of undeclared students, and provide professional development opportunities for all campus advisors.

At 84.9% in 2007, the second year retention rate (Objective 4.1) of all SU first-time full-time freshmen continued at a level that was equivalent to the benchmark goal established for 2009. However, like the previous objectives, the University remains cautious about this achievement. The retention rate for this cohort declined from last year's high of 87.4%, returning to the more typical range that has consistently hovered in the mid 80's. It is anticipated that the follow-up initiatives of the Foundations for Excellence® in the First College Year Taskforce will revitalize efforts to increase retention beyond our benchmark. Concurrently, one standard of success in piloting the optional SAT requires the retention rates of students admitted under the optional SAT to be, at a minimum, as high as those who are not admitted using the optional criterion.

National Acclaim: Although not a specific accountability objective but a distinction nonetheless that makes use of a number of objective indicators, for 11 years, Salisbury University has garnered regional and national recognition from numerous publications including America's Best Colleges (*U.S. News and World Report*) and The Best 366 Colleges (*The Princeton Review*). Additionally, in the 2003 through 2008 editions of America's Best Colleges, SU was ranked as a "top tier" institution for both public and private universities in the North Region while in 2008 it was ranked 7th among public institutions in the same region. Although the U.S. News ranking system is extremely subjective and the topic of much criticism, the criteria or indicators used to establish the rankings, like the MFR and MHEC performance indicators, are largely objective. The University's achievements are sources of pride for the community, its capable students and outstanding faculty and staff, its alumni and parents, the citizens of Maryland, and many other University supporters. From recognition as one of the finest in our class academically to national caliber athletics, including

a national championship in Men's Lacrosse (2007) and national runners-up in Women's Lacrosse (2007), Salisbury University is one of the best comprehensive institutions in the nation.

Alumni Satisfaction: Salisbury University alumni report a high level of satisfaction with their preparation for graduate or professional school (Objective 1.3). Over the past several years, satisfaction levels have ranged from 96% to 100%, a range, given the defined methodology that is statistically equivalent. Salisbury University alumni also report a high level of satisfaction with their preparation for employment, a benchmark (Objective 1.4) established in the upper 90's despite a more typical rating that has hovered between 92-94% for many years. Occasional spikes in this rating may be anomalous or may reflect, like the increase in retention, a change in student-University interaction and a healthy employment market. The University continues to monitor this objective as an important indicator of its responsiveness to shifting market forces.

Accreditations and Licensure: Ten academic programs are accredited with specialized agencies and fully seven of them successfully completed self-study reviews and on-campus site visits as recently as 2005-06.

- the Teacher Education programs completed a rigorous self-study and site visit by the National Council for Accreditation of Teacher Education (NCATE) and MD Education Department in November 2005;
- the program in Exercise Science successfully earned its initial accreditation with the Committee on Accreditation for the Exercise Sciences (CoAES) through the Commission on Accreditation of Allied Health Education Programs;
- the program in Clinical Laboratory Sciences/Medical Technology successfully continued its accreditation with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS);
- the programs in Music successfully earned their initial accreditation with the National Association of Schools of Music (NASM);
- the program in Environmental Health Sciences successfully continued its accreditation with the National Environmental Health Science & Protection Accreditation Council (NEHSPAC); and,
- the program in Athletic Training successfully continued its accreditation with the Joint Review Committee on Education Programs in Athletic Training (JRC-AT) through the Commission on Accreditation of Allied Health Education Programs.
- the Respiratory Therapy program was awarded continuing accreditation in May 2007 from the Committee on Accreditation for Respiratory Care (CoARC) through the Commission on Accreditation of Allied Health Education Programs.

Objectives 1.1 and 1.2 established performance goals relative to the pass rates of the nursing licensure exam (by nursing graduates) and the teacher licensure exam (by teacher education graduates), respectively. The University's academic programs have had mixed results with these goals. At 97%, the benchmark pass rate for the teacher education exam was established at a level just beyond 2005's record performance of 96%. However, in 2006 the rates returned to 91%, near where they now remain and a standard more typical for that of SU students. Although the spike in pass rates in 2005 may have been an anomaly, the University determined last year to move current rates closer to the benchmark and implemented a number of initiatives to that end. At this writing, it is too early to gauge the success of those efforts or the 2007 pass rate.

Nursing licensure exam pass rates rose dramatically from a low of 77% in 2003 to 88% in 2005, plummeted to an alarming 73% in 2006, and rebounded once more in 2007 to 83%. The 2007 increase is a direct result of intervention, highlighted in the 2006 accountability report, by the SU Nursing faculty in consultation with the Maryland Board of Nursing in an effort to improve student pass rates.

Faculty: The faculty is critical to SU's success as an institution and competitive salaries are vital in the effort to attract and retain the best instructors. Salisbury University continues to fall farther behind in a vital academic input and institutional objective—faculty salary levels. Since FY 2002, faculty salaries as a percentile of AAUP peers have fallen from the 65th to the 56th percentile at the associate professor level and from the 83rd to the 77th percentile at the rank of assistant professor. Concurrently, full professors have fallen from the 72nd percentile to the 57th percentile, their lowest level in 17 years. At all three ranks, the institutional and BOR goal has been established at the 85th percentile.

Market and regionally competitive salaries cannot be achieved without an additional \$1,800,000 annually—a staggering amount that exceeds the Enrollment Initiative Funding without including the *additional* faculty needed to accommodate increased growth yet is nonetheless essential to attract and retain the highest caliber instructional workforce. Despite the rebounding Maryland economy and modest salary increases the past few years, the AAUP data convincingly indicate that many states have continued their commitment to their higher education workforce while Maryland lags behind and, at salary increases of 4 - 4.5% annually, the gap will continue to widen. As a result, Salisbury University has become less attractive to faculty from all backgrounds, and is experiencing difficulty in securing commitments from top faculty applicants.

Economic Growth and Vitality and A Student-Centered Learning System

Salisbury University has emerged as an extremely robust contributor to Maryland's knowledge-based economy. The University's four academic and professional schools are producing many of Maryland's most sought-after health care professionals, high-tech workers, entrepreneurs, and teachers. SU's concentration on workforce development is evidenced by the University's most popular fields of study: business administration, communication arts, biology, elementary education, and nursing. Other workforce-oriented disciplines began with modest enrollment figures, but have experienced dramatic expansion in recent years as their reputations and market value have increased. Enrollment in the Respiratory Therapy program, for example, has grown by 150 percent since 2002, while the Marketing program has expanded from nine majors to 254 during the same period.

Close to home, SU's Business, Economic, and Community Outreach Network (BEACON) provides the region's private sector leaders with information—such as consumer trends, demographic data, and sector forecasts—that helps guide long-term business decisions. Two BEACON programs of note have proven extremely valuable in meeting the needs of the region's diversifying economy. The GrayShore initiative was established to educate service providers and local governments about the Shore's growing aging population and to help them prepare for the effect of this demographic trend on the economy, workforce, and service needs. Bienvenidos a Delmarva, a coalition of over 70 service providers, helps provide the region's growing immigrant population with the support services, community relationships, and legal resources needed to secure stable, good-paying jobs. A recent study concluded that SU generates more than \$350 million in annual, regional economic activity and sustains the equivalent of 3,000 local jobs.

Nursing: Perhaps the University's greatest single success lies in the expansion of crucial input/output indicators, i.e. growth in nursing enrollments and nursing graduates. In the past six

years, nursing enrollment has exploded, more than doubling from 198 to 421 students. Undoubtedly, much of this growth is due to market opportunities associated with a severe shortage nationally of nurses wherein the demand for nurses, unlike that for teachers, has been met by correspondingly high salary levels. Surveys of the University's alumni one year after graduation reveal that nurses, on average, earn some of the highest—if not the highest—salaries of all graduates including those working in information technology, computer science, and business careers. The growth in nursing graduates parallels the growth in enrollment and as mentioned earlier, the University is engaged in an effort to ensure that the licensure pass rates of those graduates demonstrate the competencies needed to excel in the Nursing field—the first time through. Concurrently, the annual number of SU nursing graduates employed as nurses in Maryland continues to increase toward the goal of 70 (Objective 2.3).

Teacher Education: Teacher Education enrollments continue to decrease slightly—with a few notable exceptions—with a corresponding trend in the number of graduates. The University expects this trend to begin to reverse once the new Teacher Education and Technology Complex opens in 2008, with an increase in the number of Teacher Education graduates employed in Maryland recovering as early as 2010 (Objective 2.1). However, the University has no control over the life choices of graduates once they are provided the discipline-specific and general education competencies they need to be successful. State governments have not responded to market shortages as aggressively as has the private sector and teachers' salaries in Maryland are not as competitive as they are in some of the neighboring states. This, coupled with the escalation of housing costs in most metropolitan, urban, and desirable retirement destinations, including the Eastern Shore, have created market tensions that make other career options and locations more desirable.

Information Technology: Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. Since the dot-com and high tech bust, increased competition for IT-related jobs has had a negative affect on IT related enrollment, IT graduates, and the estimated number of IT graduates employed in Maryland (Objective 2.2). After the number of IT graduates employed in Maryland climbed to a high of 59 in 2004, the number declined to 31 in 2005 but rebounded to 46 in 2006. The trend is expected to increase modestly in 2007 and, although SU applications and enrollment are booming, those interested in IT-related fields, as predicted, remain relatively stable.

Social Work: The Social Work Department has partnered with Cecil College and the Eastern Shore Higher Education Center at Chesapeake College (ESHEC) to provide students in the mid and upper Eastern Shore with the opportunity to earn a baccalaureate and/or master's degree in social work by providing access to students who would not otherwise have access to these programs. The primary goal of these partnerships is to address the educational need of the citizens, businesses, and state agencies in the mid and upper Eastern Shore and marks the University's first earnest effort at offering an entire integrated academic program via distance learning modalities. Additionally, the program will expand to the University System of Maryland at Hagerstown beginning in Fall 2007.

Respiratory Therapy: Salisbury University currently is negotiating to deliver its Respiratory Therapy program at the Universities of Shady Grove as early as Fall 2008.

Access, Affordability, and Diversity

Based largely on the University's ability to balance affordability, access, and quality on a limited budget, the Board of Regents last year designated Salisbury University as one of three "enrollment growth institutions" within the USM. In response, the General Assembly provided SU with the operating budget support needed to accommodate 323 additional students in 2006-07. At 350

additional full-time equivalent students, the University met and surpassed that goal—a feat all the more telling since the MHEC enrollment projections predicted a growth of only 146. The difference in these projections (and ultimately the enrollment) is significant since the University's long-term projections vary from the MHEC projections more widely yet it is the MHEC projections on which enrollment capacity decisions and capital construction are informed. Capacity and funding decisions can be impacted negatively by assumptions that fail to accommodate planning goals, with a detrimental affect on the University's ability to accommodate more students, seat more classes, offer more courses, enhance diversity, or grow both high demand and high need programs. It is critical that the State promote, not limit, access to a college education through predictable, equitable, and sufficient funding allocations—allocations that the annual peer data indicate have been and are grossly below the levels of institutional peers.

Freshmen and Transfer Students: Salisbury University continues to focus its enrollment growth on both highly qualified, motivated first-time freshman and an almost equivalent number of transfer students. New freshman enrollment for fall 2006 was 1,033, with a composite SAT score of 1,020 and 1,190 at the 25th and 75th percentiles, respectively, and an average high school GPA of 3.43—input levels that far surpass our Performance Peers. Salisbury University has responded to Maryland's (higher education) access needs by increasing undergraduate enrollment by 1,255 students since 1999 and, as the campus demographics shift, now has 1,409 more full-time undergraduates than it did 7 years ago. Additionally, over the course of an academic year, the University accepts nearly as many transfer students as it does first-time freshmen. Although facilities capacities are constrained by insufficient classroom space, nighttime usage rates can be increased as resources permit the University to hire additional faculty and to offer more courses. The hiring effort was hindered this year when the State retreated partly from funding enrollment growth forcing Salisbury University to cancel nearly half of its ongoing faculty searches. Additionally, monies allocated to need-based scholarships and student initiatives to enhance retention are now threatened by a reduced allocation per student and mandated fixed tuition costs.

Applications to Salisbury University are at record levels. In 2006, SU received approximately 6,000 applications for 1,033 freshman seats and for the upcoming fall 2007 semester, nearly 7,000 applications have been received for 1,150 seats. Additionally, as a primary choice of transfer students, SU accepts over the entire year, nearly an equal number of transfer and first-time freshman students. The demand was so strong for fall 2005 that the University suspended all transfer enrollments after July 1, 2005, postponing their admission to the spring. This necessity was borne out of a limited resource base that constrained SU's ability to hire additional faculty. In FY 2007, the State's commitment to fund growth allowed the University to hire additional faculty to accommodate an additional 350 full-time equivalent students, reversing the previous year's forced limits.

Diversity: The University continues to grow a more diverse student body (Objectives 3.1 and 3.2) in order to enhance the educational experience of all students as well as to reflect better the diversity of our region. SU has increased the enrolled number of African-American students by 86% (from 416 in Fall 2000 to 773 in Fall 2006) and nearly tripled the enrolled number of Hispanic undergraduate students (from 60 in Fall 2000 to 175 in Fall 2006). It has done this through enhanced interaction in selected high schools on the Western Shore, increased marketing efforts, and through the expansion of institutional scholarship programs. Expanded efforts in international education, as well as that of the Office of Multiethnic Student Services, have played a role in increasing retention of at-risk and minority populations, while the Foundations of Excellence® in the First College Year initiatives, limited only by resource availability, should have a positive affect on the academic experience for all students. As a result, not only has SU enrolled a more diverse class every year

since 2001, but also it has retained a more diverse class. By the fall 2006 semester, SU had the largest minority representation in institutional history with over 16.7% minority and 11.0% African-American students. When compared with enrollment percentages of 11% minority and 8% African-American students merely six years ago and given the institution's 16% enrollment growth, these trends are significant.

Affordability: Continued claims of excessive tuition costs in comparison to peer institutions were contradicted, once again, when the University retained its ranking as one of the top "100 Best Values in Public Colleges" by *Kiplinger's Personal Finance* magazine in 2007. With an affordability ranking of 50th for in-state students (an improvement of 12 places over the previous year) and 40th for out-of-state students (an improvement of 1 place since 2006), the University is associated with some of the finest institutions in the nation. In Kiplinger's guide, affordability is not simply a one-dimensional measure of the total cost of education. Rather, a "best value" classification considers the quality of the education in combination with the total cost and, using such a methodology, SU is clearly one of the best public values in education in the nation.

If the University's affordability for some segments of Maryland's populations is questioned, one merely needs to examine SU's State support level. Although Salisbury University is the most efficient institution in the University System at moving students successfully to degree completion, it also has the lowest level of combined state operating support of all public MD four-year institutions and is *significantly* below the general fund support per full-time equivalent student of all but one institution. As such, the most practical approach to managing affordability concerns is to bolster, not limit, Salisbury University's ability to serve all populations by increasing both capacity and the institutional resource base.

University-Specific Responses

Objective 2.2 – The estimated number of graduates employed in information technology related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. Since the dot-com and high tech bust, increased competition for IT-related jobs has had a negative affect on IT related enrollment, IT graduates, and the estimated number of IT graduates employed in Maryland (Objective 2.2). After the number of IT graduates employed in Maryland climbed to a high of 59 in 2004, the number declined to 31 in 2005 but rebounded to 46 in 2006. The trend is expected to increase modestly in 2007 and, although SU applications and enrollment are booming, those interested in IT-related fields, as predicted, remain lower than projected but relatively stable.

Objective 2.5 – Increase expenditures on facility renewal from 0.5 percent in 2004 to 0.9 percent in 2009.

The University is on target to achieve this benchmark, provided the State maintains its commitment to full funding and funding, as outlined in the State Plan for Higher Education, to the guidelines.

Funding Issues: Cost Containment and Efficiencies

Salisbury University remains committed to maximizing efficiency efforts by restructuring organizational processes, upgrading to new and more efficient technologies, embracing new technologies and methods, and containing costs. Savings and cost containment efforts allow the reallocation of resources to other critical initiatives and functions. The following represent highlights of those efforts for FY 2006:

E&E Workgroup Focus (\$139,000):

- Salisbury University continues to collaborate with the University of Maryland Eastern Shore in both academic programming and support services. The two universities participate in two dual degree programs (Biology-Environmental/Marine Science & Social Work-Sociology), sponsor a joint Master of Arts in Teaching, and employ several faculty and staff members as joint employees of both institutions. It is estimated that \$139,000 in salary/benefit costs are saved annually.

Technology Initiatives (\$146,000)

- SU uses multi-function machines (i.e., copiers that fax, scan, and print) to reduce the need for personal printers and other office machinery. This also creates economies of scale when ordering paper and other supplies for the machines. Cost savings: \$18,000;
- SU restructured its Microsoft Higher Education agreement. Cost savings: \$25,000;
- SU implemented email and web postings as its primary method of communication with students. The direct mail cost savings is \$40,000;
- SU uses “one-card” for inter-departmental transfers to reduce paper usage and office preparation time. Cost savings: \$5,000;
- Call-in maintenance service requests provide an estimated annual savings of \$8,000;
- SU uses “web-time” reporting for all non-swiper full-time faculty and staff, reducing paper and manual processing. Cost savings: \$10,000;
- SU uses an imaging system for document storage. Cost savings: \$15,000; and,
- SU uses a data warehouse and electronic reporting for departments. Cost savings: \$25,000.

Business Process Reengineering (\$245,000)

- The University uses Sallie Mae Tuition pay. Cost savings: \$175,000;
- The University continues to implement a proactive, preventive maintenance program. Cost savings: \$45,000; and,
- The University has expanded its use of pro-card, reducing or eliminating purchase orders and invoices. Cost savings: \$25,000.

Energy Conservation (\$601,600):

- SU collaborates with other USM institutions to procure electricity and natural gas at prices that take advantage of economies of scale.
- Estimated cost savings: \$286,600; and,
- SU uses a total energy management system to monitor and control energy management. Cost savings: \$315,000.

Contingent Labor Force (\$850,000):

The University uses an extensive contingent labor pool to supplement the full-time labor force. Cost savings: \$750,000; and,

- The University uses an extensive student labor force to support the work of full-time employees while simultaneously providing a critical source of student financial aid and student income. Cost savings: \$100,000.

Total Highlighted Cost Containment and Efficiencies: \$1,981,600

Trends Influencing Performance Accountability

The State of Maryland's commitment to fund access and growth in 2006 enabled the University to absorb an additional 350 full-time equivalent students over the previous year's all-time high. Although the allocation margin was slim, these resources allowed SU to hire the faculty needed to teach additional courses, engaging SU students in a small- to medium-sized classroom environment that is a staple of a Salisbury University education. Out of necessity, the small- to medium-sized classroom is a hallmark of the SU campus since the University physically lacks all but a minimum number of larger-sized classrooms. The remaining additional resources were channeled into need-based financial aid and student initiatives designed to increase retention and academic performance. However, instability and insufficiency within the state funding process once again threatens the University's ability to serve its current students, let alone new students. As the State's commitment to fund growth in FY 2008 waned, SU decreased its enrollment targets for fall 2007 and halted the concurrent search processes underway for nearly half of the new faculty needed to accommodate the University's original enrollment goals. Although these decisions were difficult, the University was able to modify its budget, maintaining a stable operating margin at the expense of critical student support and growth initiatives.

The majority of SU's administrative departments that provide essential institutional and educational support are increasingly stretched thin, accomplishing more with less. Although efficiencies have been gained, they have been achieved at the expense of faculty and staff who work well beyond the University's normal operating hours to complete objectives previously fulfilled by a greater number of employees working standard hours. Moreover, these dedicated and hard working faculty and staff are accomplishing goals with minimal annual COLA and merit increases that are increasingly falling behind SU's performance and national Carnegie peers. Such conditions are detrimental to the educational enterprise and to the longevity of current employees.

State legislation and mandates that limit institutional revenue streams by freezing tuition exacerbate an already challenging situation. Without consistent and adequate state support, Salisbury University suffers from workforce attrition and recruitment concerns. As a result, the number of failed academic and administrative searches is increasing while dedicated employees are being recruited to other institutions that offer higher pay and lower workloads. Moreover, SU will begin to struggle with student retention issues, will be forced to limit enrollment—particularly the enrollment of transfer students—will be unable to keep pace with facilities renewal targets and preventive maintenance schedules, will be forced to limit institutional financial aid, and will struggle to maintain academic rigor in an environment that demands eight courses annually, community service, scholarly production, and institutional service year-in and year-out. Such workloads contrast starkly with those of our peers who have many of the same expectations but do so with teaching loads that are 25% lower. Consistency in the revenue streams as well as the ability to affect the shape of those streams is critical to the success of Salisbury University's quality, affordability, access, and diversity initiatives.

KEY GOALS AND OBJECTIVES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Objective 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 85% in 2004 to 90% in 2009.

		2004	2005	2006	2007	2008	2009
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	85%	88%	73%	83%	86%	90%

Objective 1.2 Increase the percentage of teacher education graduates who pass the teacher licensure exam from 91% in 2004 to 97% in 2009.

		2004	2005	2006	2007	2008	2009
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (PRAXIS II) pass rate ¹	91%	96%	91%	92%	92%	94%

Objective 1.3 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school will be no less than 98%.

		2004	2005	2006	2007	2008	2009
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2004 Survey	2005 Survey	2006 Survey	2007 Survey	2008 Survey	2009 Survey
Quality	Satisfaction w/preparation for graduate school ²	100%	99%	99%	99%	99%	99%

Objective 1.4 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for employment will be no less than the 98% achieved in 2004.

		2004	2005	2006	2007	2008	2009
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2004 Survey	2005 Survey	2006 Survey	2007 Survey	2008 Survey	2009 Survey
Quality	Satisfaction w/preparation for employment ²	98%	97%	99%	98%	99%	99%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Objective 2.1 The estimated number of Teacher Education graduates employed as teachers in Maryland will increase from 163 in FY 2005 to 185 in 2009.

		2004 MSDE Actual	2005 MSDE Actual	2006 MSDE Actual	2007 MSDE Actual	2008 Estimated	2009 Estimated
Performance Measures							
Estimated number of Teacher education graduates employed in MD as teachers ³							
Outcome		178	163	164	143	166	170

Objective 2.2 The estimated number of graduates employed in IT-related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

		2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Actual 2007 Survey	2008 Estimated 2008 Survey	2009 Estimated 2009 Survey
Performance Measures							
Estimated number of graduates employed in MD in an IT field ²							
Outcome		59	31	46	54	52	59

Objective 2.3 The estimated number of Nursing graduates employed as nurses in Maryland will increase from 44 in 2004 to 70 in 2009.

		2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Actual 2007 Survey	2008 Estimated 2008 Survey	2009 Estimated 2009 Survey
Performance Measures							
Estimated number of Nursing graduates employed in MD as nurses ²							
Outcome		44	57	71	54	77	78

Objective 2.4 Through 2009, the percentage of graduates employed one-year after graduation will be no less than the 95% achieved in 2004.

		2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Actual 2007 Survey	2008 Estimated 2008 Survey	2009 Estimated 2009 Survey
Performance Measures							
Percent employed one-year after graduation ²							
Outcome		95%	96%	93%	95%	95%	95%

Objective 2.5 Increase expenditures on facility renewal from .5% in 2004 to .9% in 2009.

Performance Measures		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated
Efficiency	Percentage of annual state appropriation spent on facility renewal ⁴	.5%	.4%	.6%	.8%	.8%	.9%

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Objective 3.1 Increase the percentage of African-American undergraduates from 8.8% in 2004 to 12.0% in 2009.

Performance Measures		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated
Input	Percentage of African-American undergraduates ⁵	8.8%	10.3%	10.5%	11.0%	11.5%	12.0%

Objective 3.2 Increase the percentage of minority undergraduates from 14.0% in 2004 to 18.0% in 2009.

Performance Measures		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated
Input	Percentage of minority undergraduates ⁵	14.0%	15.8%	16.2%	16.7%	17.3%	18.0%

Objective 3.3 Increase the percentage of economically disadvantaged students attending SU from 40% in 2004 to 46% in 2009.

Performance Measures		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated
Input	Percentage of economically disadvantaged students attending SU ⁶	40.9%	42.4%	39.2%	36.8%	42.0%	44.0%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Objective 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 84.2% in 2004 to 85.0% in 2009.

Performance Measures		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated

Output	2 nd year first-time, full-time retention rate: all students ⁷	84.2%	84.3%	87.4%	84.9%	85.0%	85.1%
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Objective 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 78.6% in 2004 to 85.0% in 2009.

Performance Measures		2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Estimated	Estimated
Output	2 nd year first-time, full-time retention rate: African-American students ⁷	78.6%	83.6%	80.0%	83.0%	84.0%	85.0%

Objective 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.4% in 2004 to 85.0% in 2009.

Performance Measures		2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Estimated	Estimated
Output	2 nd year first-time, full-time retention rate: minority students ⁷	80.4%	83.2%	84.0%	82.0%	83.5%	85.0%

Objective 4.4 The six-year graduation rates of SU first-time, full-time freshmen will be at least 73% annually through 2009.

Performance Measures		2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: all students ⁷	73.0%	72.8%	72.9%	75.1%	75.1%	75.1%

Objective 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 53.3% in 2004 to 63.0% in 2009.

Performance Measures		2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: African-American students ⁷	53.3%	58.5%	65.7%	62.5%	63.0%	63.1%

Objective 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 53.2% in 2004 to 63.0% in 2009.

Performance Measures		2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: minority students ⁷	53.2%	60.6%	63.7%	58.3%	61.0%	63.0%

Additional Indicators⁸

		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Estimated	2009 Estimated
AI. Performance Measures ⁹		2004 Survey	2005 Survey	2006 Survey	2007 Survey	2008 Survey	2009 Survey
1. Outcome	Median salary of SU graduates	\$33,853	\$34,711	\$35,909	\$37,037	\$36,500	\$37,200
	Ratio of the median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce						
2. Outcome	w/bachelor's degrees ²	.81	.82	.83	.79	.75	.77
3. Input	Number of applicants to the professional nursing program	100	98	137	140	140	140
	Number of applicants accepted into the professional nursing program						
4. Input	Number of applicants not accepted into the professional nursing program	100	93	107	110	110	110
5. Input	Number of applicants enrolled in the professional nursing program	0	5	30	30	30	30
6. Input	Number of undergraduate nursing majors	90	88	86	88	88	88
7. Input	Number of baccalaureate degree recipients in nursing	403	428	421	425	425	425
8. Output		80	78	84	68	85	85

Notes to MFR

¹ PRAXIS II test results are reported on a cohort basis. The test period for 2007 Actual ran between 10/1/2005 and 9/30/2006.

² Salisbury University annually surveys its baccalaureate degree recipients one-year after graduation. Those surveyed for 2007 Actual graduated in August or December 2005, or January or May 2006. This survey cycle differs from MHEC's triennial alumni survey cycle. As a result, SU's data are updated annually reflecting the most recently surveyed classes.

³ Actual 2007 data are reported from MSDE as of October 2006.

⁴ Data provided by the USM. Actual 2007 data reflect the fiscal year beginning 7/1/2006 and ending 6/30/2007.

⁵ Percentages are based on headcounts as of fall census. Actual data for 2007 reflects fall 2006 enrollment.

⁶ Actual 2007 data are from fall 2006.

⁷ Data provided by the MHEC. For second year retention rates, actual data for 2007 reports the number of students in the Fall 2005 cohort who returned in Fall 2006.

For graduation rates, actual data for fall 2007 report the number of students in the Fall 2000 cohort who graduated by Spring 2006.

⁸ Additional Indicators are institutional measures that are important to external audiences. They are not included as part of Salisbury University's Managing For Results and are not driven by any institutional targets because of offsetting goals. They are included for informational purposes only.

⁹ These indicators are of special interest to various external agencies and are not part of Salisbury University's Managing For Results. No performance goals are provided for these indicators because of offsetting goals. They are included for informational purposes only.

SALISBURY UNIVERSITY

Maryland Higher Education Commission Questions

Objective 2.2 – The estimated number of graduates employed in information technology related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

Based on figures calculated from the last two follow-up surveys, the number of Salisbury graduates employed in information technology fields in Maryland were 31 and 46 respectively – considerably short of the MFR objective.

Objective 2.5 – Increase expenditures on facility renewal from 0.5 percent in 2004 to 0.9 percent in 2009.

Expenditures on facility renewal have fluctuated between 0.4 and 0.6 percent during the past four years.

These questions are addressed under University-Specific Responses beginning on page 8.

Salisbury University
Peer Performance Data, 2007

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African- American of all undergraduates	% African- American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
Salisbury U.	1020-1190	2	16.1%	4	10.6%	1	81%	3	69.0%	1
Central Washington U.	880-1100	10	18.3%	3	2.5%	8	78%	5	51.6%	6
Eastern Illinois U.	910-1110	9	11.9%	7	7.8%	2	80%	4	60.6%	3
Humboldt State U.	930-1170	5	20.7%	1	3.8%	6	77%	6	44.9%	9
Massachusetts, U. of, Dartmouth	930-1160	6	12.1%	6	6.6%	3	77%	6	50.7%	7
North Carolina, U. of, Wilmington	1060-1210	1	10.2%	9	5.2%	4	85%	1	63.5%	2
Northern Michigan U.	950-1140	4	5.1%	11	1.4%	11	73%	10	28.5%	11
Sonoma State U.	940-1140	6	19.5%	2	2.2%	9	82%	2	48.2%	8
SUNY, C. at Oswego	1030-1180	2	10.2%	9	3.8%	6	77%	6	54.3%	4
SUNY, C. at Plattsburgh	950-1130	6	11.4%	8	4.9%	5	77%	6	52.9%	5
Western Oregon U.	820-1080	11	13.2%	5	1.6%	10	69%	11	44.5%	10
Average of Peers	940-1142		13.3%		4.0%		77.5%		50.0%	
	Six-year graduation rate all minorities	Minority Graduation Rate Rank	Six-year graduation rate African Americans	African- American Graduation Rate rank	Passing rate on teacher licensure exams ²	teacher licensure passing rank	Passing rate in nursing licensing exam	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
Salisbury U.	57.6%	1	60.0%	2	91%	10	83%	3	9.0%	7
Central Washington U.	44.4%	7	35.7%	8	**	-	No program	-	5.0%	9
Eastern Illinois U.	45.9%	5	45.5%	4	99%	6	No program	-	10.0%	4
Humboldt State U.	45.8%	6	45.2%	5	100%	1	83%	3	5.0%	9
Massachusetts, U. of, Dartmouth	36.9%	9	36.8%	6	100%	1	86%	2	12.0%	3
North Carolina, U. of, Wilmington	48.7%	4	53.0%	3	98%	7	96%	1	10.0%	4
Northern Michigan U.	17.1%	11	13.0%	11	100%	1	NA	-	7.0%	8
Sonoma State U.	43.9%	8	26.1%	9	100%	1	79%	5	1.0%	11
SUNY, C. at Oswego	50.0%	3	66.1%	1	95%	9	No program	-	14.0%	1
SUNY, C. at Plattsburgh	51.3%	2	36.0%	7	96%	8	NA	-	14.0%	1
Western Oregon U.	35.3%	10	25.0%	10	100%	1	No program	-	10.0%	4
Average of Peers	41.9%		38.2%		98.7%		86.0%		8.8%	
2/18/2008: Office of University Analysis, Reporting, & Assessment										

Salisbury University
Peer Performance Data, 2007

	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Appropriation Rank
Salisbury U.	57%	3	82%	6	17.1	4	3.5	2	\$4,359	10
Central Washington U.	76%	9	86%	3	NA	-	3.2	4	\$5,138	8
Eastern Illinois U.	78%	10	70%	10	16.2	2	3.0	8	\$4,472	9
Humboldt State U.	69%	7	80%	8	NA	-	3.2	4	\$10,158	1
Massachusetts, U. of, Dartmouth	74%	8	85%	4	17.4	5	3.0	8	\$7,498	3
North Carolina, U. of, Wilmington	61%	4	87%	2	20.8	7	3.6	1	\$7,244	4
Northern Michigan U.	84%	11	65%	-	23.4	8	NA	-	\$5,357	7
Sonoma State U.	66%	6	100%	1	NA	-	3.1	7	\$8,072	2
SUNY, C. at Oswego	56%	2	83%	5	19.5	6	3.3	3	\$6,107	6
SUNY, C. at Plattsburgh	62%	5	81%	7	16.7	3	3.0	8	\$6,950	5
Western Oregon U.	55%	1	72%	9	16.1	1	3.2	4	\$3,849	11
Average of Peers	68.1%		80.9%		18.6		3.2		\$6,485	
	Average Overall Score	Overall Performance Rank	Notes							
Salisbury U.	3.933	2	(1) Eastern Illinois and Northern Michigan University prefer ACT over SAT scores when considering admissions applications. ACT ranges were converted to SAT ranges.							
Central Washington U.	6.154	8	(2) Pass rates on teacher licensure exams are not comparable since teacher licensure laws vary from state to state. The examination used, the cut rates, and where students are in their academic programs when they take the examination varies. Northern Michigan and Western Oregon Universities require passage of a licensure examination prior to graduation so their pass rates will always be 100%, while the State of Washington does not require a licensure examination at all.							
Eastern Illinois U.	6.385	9	(3) NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), Humboldt State (CA) were obtained from the respective state board of nursing Websites. Pass rates for Northern Michigan and SUNY -Plattsburgh were not available in a comparable							
Humboldt State U.	4.733	5								
Massachusetts, U. of, Dartmouth	5.133	6								
North Carolina, U. of, Wilmington	3.600	1								
Northern Michigan U.	8.000	11								
Sonoma State U.	4.667	4								
SUNY, C. at Oswego	4.500	3								
SUNY, C. at Plattsburgh	5.429	7								
Western Oregon U.	7.000	10								
Average of Peers	5.560									

NA - Data not available

2/18/2008: Office of University Analysis, Reporting, & Assessment

America's Best Colleges: 2008, Online Edition: U.S. News & World Report
Top Public Colleges in the North, 2008

	College of New Jersey	SUNY Geneseo	Rutgers	Rowan	Ramapo of New Jersey	CUNY- Baruch	Salisbury	SUNY - New Paltz	Millersville U of Penn	Montclair	Towson
Rank (North Region)	5	11	25	28	32	35	38	38	45	45	45
# of Institutions	174	174	174	174	174	174	174	174	174	174	174
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	3	4	5	6	7	7	9	9	9
Financial Resources Rank	41	151	97	44	74	135	158	123	111	97	158
Academic Reputation Rank	7	3	14	24	57	14	35	24	35	24	14
Graduation & Retention Rank	3	6	60	36	44	60	26	58	44	60	52
Student Selectivity Rank	1	3	24	40	13	18	21	17	59	75	49
Faculty Resources Rank	18	160	9	54	26	145	117	104	96	69	117
Alumni Giving Rank	124	74	110	124	90	114	82	136	110	140	140
Final Overall Scores	85	75	62	60	58	56	55	55	53	53	53
Peer Assessment	3.5	3.6	3.2	3.0	2.7	3.2	2.9	3.0	2.9	3.0	3.2
Avg Freshmen Retn Rate	95%	91%	83%	86%	88%	88%	81%	84%	81%	82%	83%
Avg Graduation Rate	83%	79%	57%	63%	60%	55%	68%	58%	63%	58%	59%
% of Class <20	42%	25%	39%	45%	39%	29%	31%	46%	23%	24%	34%
% of Classes w/ 50 or more	1%	9%	7%	0%	0%	12%	4%	3%	5%	3.0%	1%
Student/Faculty Ratio	13/1	19/1	12/1	12/1	17/1	19/1	16/1	13/1	18/1	17/1	18/1
% of F/T Faculty	73%	90%	80%	76%	71%	75%	87%	70%	88%	68%	78%
SAT: 25th-75th percentile	1160-1370	1220-1350	990-1208	1010-1210	1070-1260	1000-1210	1020-1190	1030-1210	960-1150	920-1110	970-1170
Freshmen: top 25% of HS class	93%	89%	52%	52%	71%	59%	58%	62%	43%	44%	54%
Acceptance Rate	44%	41%	53%	46%	46%	31%	55%	45%	56%	54%	69%
Avg Alumni Giving Rate	8%	14%	9%	8%	12%	9%	12%	7%	9%	7%	7%

America's Best Colleges: 2007, Online Edition: U.S. News & World Report
Select Colleges in the North, 2007

	College of New Jersey	SUNY Geneseo	Rutgers	Rowan	Ramapo of New Jersey*	CUNY- Baruch	Salisbury	SUNY - New Paltz	Millersville U of Penn	Montclair	Towson
Rank (North Region)	5	14	31	29	na	40	38	44	46	46	40
# of Institutions	165	165	165	165	na	165	165	165	165	165	165
Tier	Top	Top	Top	Top	na	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	4	3	na	6	5	8	12	9	6
Financial Resources Rank	37	147	109	57	na	129	161	124	na	118	160
Academic Reputation Rank	6	6	38	20	na	16	26	26	45	26	16
Graduation & Retention Rank	3	5	52	42	na	71	30	60	na	60	52
Student Selectivity Rank	1	3	16	28	na	20	20	28	na	55	31
Faculty Resources Rank	16	154	6	64	na	141	137	88	na	52	112
Alumni Giving Rank	126	68	111	126	na	104	115	130	na	152	143
Final Overall Scores	82	69	55	57	na	50	51	49	na	48	50
Peer Assessment	3.5	3.5	2.9	3.1	3.3	3.2	3.0	3.0	2.8	3.0	3.2
Avg Freshmen Retn Rate	95%	91%	83%	85%	87%	88%	81%	84%	81%	83%	85%
Avg Graduation Rate	82%	79%	59%	62%	57%	51%	67%	57%	62%	57%	58%
% of Class <20	47%	22%	43%	46%	38%	28%	28%	46%	23%	25%	36%
% of Classes w/ 50 or more	1%	9%	8%	0%	0%	13%	4%	4%	5%	2.0%	1%
Student/Faculty Ratio	12/1	19/1	11/1	14/1	16/1	19/1	16/1	16/1	18/1	17/1	18/1
% of F/T Faculty	74%	89%	80%	75%	70%	76%	85%	68%	89%	67%	77%
SAT: 25th-75th percentile	1170-1370	1200-1340	1020-1210	1020-1220	1090-1260	990-1200	1050-1210	1040-1205	970-1150	960-1130	1000-1180
Freshmen: top 25% of HS class	94%	89%	64%	52%	80%	59%	56%	56%	45%	45%	54%
Acceptance Rate	45%	49%	53%	47%	41%	33%	57%	44%	55%	54%	64%
Avg Alumni Giving Rate	8%	14%	10%	8%	11%	10%	9%	7%	9%	6%	7%

America's Best Colleges : U.S. News World Report
Salisbury University Rankings: 1999 - 2008

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Rank (North Region)¹	40	39	39	46	37	33	45	44	38	38
# of Institutions	146	146	146	167	165	165	165	165	165	174
Tier	2	2	2	2	1	1	Top	Top	Top	Top
Public Institution Ranking (North)	9	7	8	10	6	4	7	7	5	7
Financial Resources Rank	123	127	128	164	150	143	140	147	161	158
Academic Reputation Rank	46	44	34	37	36	33	51	37	26	36
Graduation & Retention Rank	51	42	39	38	35	33	31	28	30	26
Student Selectivity Rank	14	17	12	17	16	16	18	26	20	21
Faculty Resources Rank	79	37	87	120	100	88	128	131	137	117
Alumni Giving Rank	71	90	99	107	89	82	129	136	115	82
Final Overall Scores	76	65	61	64	51	53	46	48	51	55

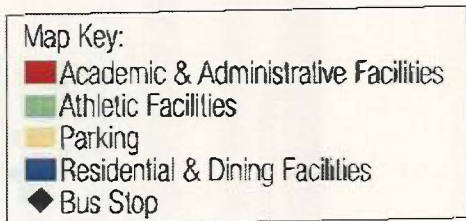
*Note: Starting with the 2005 edition, US News combined Tiers 1 & 2 into the "TOP Tier".

¹In all rows **except** "Final Overall Scores," **the lower the number the higher the ranking**. "Final Overall Scores," range from 1-100 with 100 the highest score.

US News Ranking Criteria: 2008 Edition

Ranking Category	Subfactor	Subfactor Weight	Relative Weights as a Percent of Total
Academic Reputation 25%	Academic Reputation Survey	100%	25.0%
Student Selectivity 15%	Acceptance Rate	10%	1.5%
	High School Class: Top 25%	40%	6.0%
	SAT/ACT Scores	50%	7.5%
Faculty Resources 20%	Faculty Compensation (2Yrs: Ave Sal + Benefits) (Adjusted for regional COL differences)	35%	7.0%
	Faculty w/ top terminal degrees	15%	3.0%
	Percent F/T Faculty	5%	1.0%
	Student/Faculty Ratio	5%	1.0%
	Class Size: 1-19	30%	6.0%
	Class Size: 50+	10%	2.0%
Grad/Retention Rate 25%	6-Yr Graduation Rate (Average: 4 yrs)	80%	20.0%
	FR-SO Retention Rate (Average: 4 yrs)	20%	5.0%
Financial Resources 10%	Educational Expenditures per Student (Ave-2 yrs:instrctn,rsrch,stdnt srv, related eductnl)	100%	10.0%
Alumni Giving 5%	Alumni Giving Rate (2 yr ave)	100%	5.0%
100%			100.0%

A-35.0



ENROLLMENT PROJECTIONS
SALISBURY UNIVERSITY: FY 2008-FY 2018 -- 13.6% Headcount Growth; 13.5% FTES Growth

Fall Student Data	Actual	Fall Term Projections										Change From Fall 2007 to Fall 2017	
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Number	Percent
Headcount Total	7,581	7,744	8,085	8,425	8,452	8,479	8,506	8,533	8,560	8,587	8,614	1,033	13.6%
H/C growth(decline)	198	163	341	340	27	27	27	27	27	27	27		
% Annual Change	2.68%	2.15%	4.40%	4.21%	0.32%	0.32%	0.32%	0.32%	0.32%	0.32%	0.31%		
Undergraduate Total	6,941	7,104	7,420	7,750	7,777	7,804	7,831	7,858	7,885	7,911	7,938	997	14.4%
H/C growth(decline)	150	163	316	330	27	27	27	27	27	26	27		
% Annual Change	2.21%	2.35%	4.45%	4.45%	0.35%	0.35%	0.35%	0.34%	0.34%	0.33%	0.34%		
Full-time	6,358	6,520	6,830	7,150	7,177	7,200	7,225	7,252	7,275	7,300	7,326	968	15.2%
H/C growth(decline)	241	162	310	320	27	23	25	27	23	25	26		
% Annual Change	3.94%	2.55%	4.75%	4.69%	0.38%	0.32%	0.35%	0.37%	0.32%	0.34%	0.36%		
Part-time	583	584	590	600	600	604	606	606	610	611	612	29	5.0%
H/C growth(decline)	(91)	1	6	10	-	4	2	-	4	1	1		
% Annual Change	-13.50%	0.17%	1.03%	1.69%	0.00%	0.67%	0.33%	0.00%	0.66%	0.16%	0.16%		
% F/T Undergraduate	91.6%	91.8%	92.0%	92.3%	92.3%	92.3%	92.3%	92.3%	92.3%	92.3%	92.3%		
Grad./First Prof. Total	640	640	665	675	675	675	675	675	675	676	676	36	5.6%
H/C growth(decline)	48	-	25	10	-	-	-	-	-	1	-		
% Annual Change	8.11%	0.00%	3.91%	1.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%	0.00%		
Full-time	210	210	230	235	235	235	235	235	235	235	235	25	11.9%
H/C growth(decline)	54	-	20	5	-	-	-	-	-	-	-		
% Annual Change	34.62%	0.00%	9.52%	2.17%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
% F/T Graduate	32.8%	32.8%	34.6%	34.8%	34.8%	34.8%	34.8%	34.8%	34.8%	34.8%	34.8%		
Part-time	430	430	435	440	440	440	440	440	440	441	441	11	2.5%
H/C growth(decline)	(6)	-	5	5	-	-	-	-	-	1	-		
% Annual Change	-1.38%	0.00%	1.16%	1.15%	0.00%	0.00%	0.00%	0.00%	0.00%	0.23%	0.00%		
% of population that is graduate	8.44%	8.26%	8.23%	8.01%	7.99%	7.96%	7.94%	7.91%	7.89%	7.87%	7.85%		
FTDE Students	5,811	5,938	6,194	6,449	6,470	6,491	6,513	6,534	6,555	6,577	6,598	787	13.5%
Fiscal Year Full-Time Equivalent Data													
	Actual	Fiscal Year Projections										Change From FY 2008 to FY 2018	
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Number	Percent
AY FTE Students	6,828	6,978	7,278	7,578	7,603	7,628	7,653	7,678	7,703	7,728	7,753	925	13.5%
% growth in FTE	4.44%	2.20%	4.30%	4.12%	0.33%	0.33%	0.33%	0.33%	0.33%	0.32%	0.32%		
Annual FTE Increase	290	150	300	300	25	25	25	25	25	25	25		

Comments: Enrollment model responds to USM's growth initiative. It commits to 150 FTES growth in FY '09 & 300 FTES for FY's '10-'11. Growth is predicated on annual increases in enrollment initiative funding. Assumes funding of capital construction & permanent increases to base funding at levels comparable to peers & appropriate to employ and retain faculty, to maintain current instructional technologies, expand program initiatives, & enhance academic quality. Essential capital needs include a new library facility.

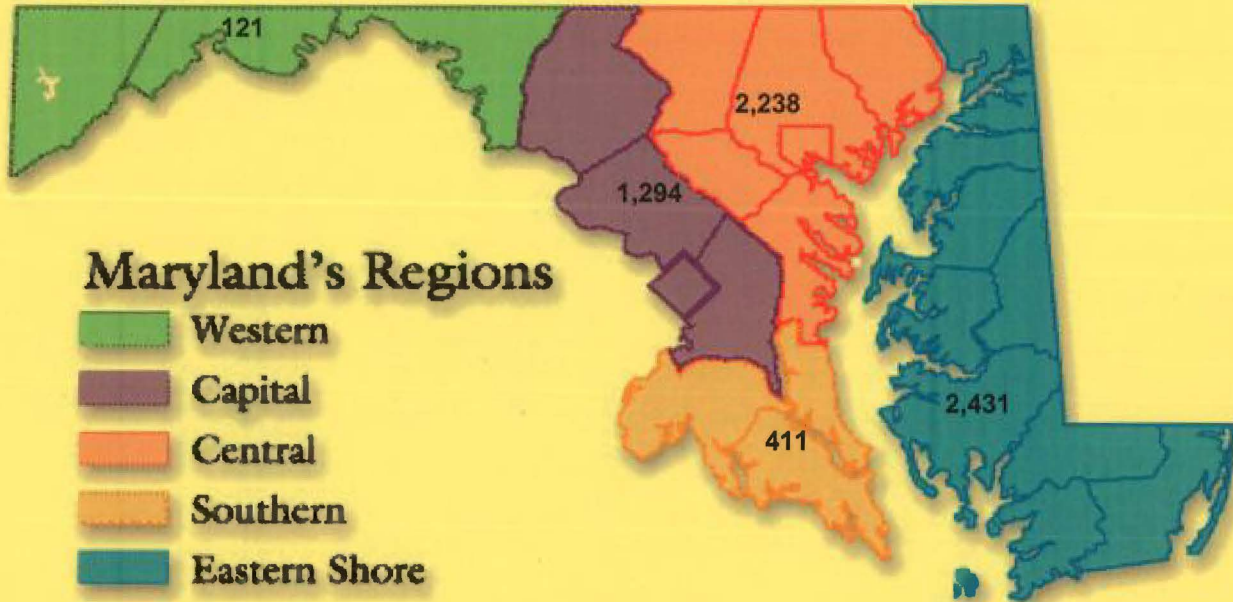
Completed by: Robert Tardiff, Associate Provost and Acting Director: University Analysis, Reporting, & Assessment - In consultation with Strategic Enrollment Steering Committee; Feb. 2008

Phone: (410)543-6020

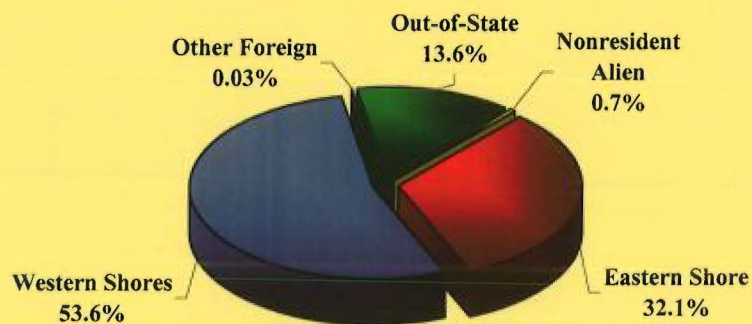
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Institutional Enrollment and Demographics

Total Maryland Enrollment, Fall 2007: 6,495



Total Enrollment
Fall 2007: 7,581



Total Eastern Shore
Enrollment,
Fall 2007: 2,431

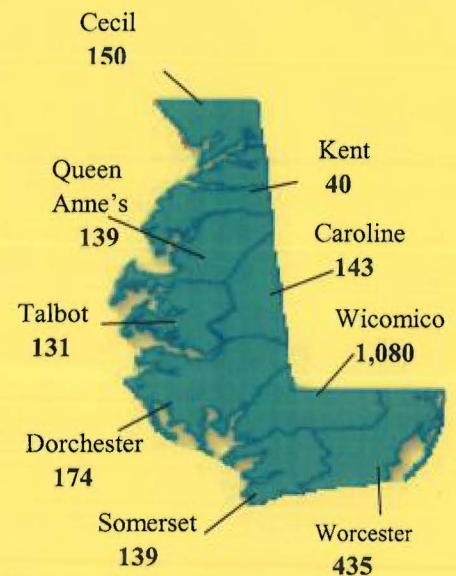


Table 1:

Total Institutional Enrollment: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	6,022	6,816	6,942	7,009	7,383	7,581	1,559
% Annual Growth	1.3%	-0.5%	1.8%	2.8%	5.3%	2.7%	25.9%
Total Men	2,470	2,814	2,925	2,973	3,192	3,281	811
% Men	41.0%	41.3%	42.1%	42.4%	43.2%	43.3%	32.8%
Total Women	3,552	4,002	4,017	4,036	4,191	4,300	748
% Women	59.0%	58.7%	57.9%	57.6%	56.8%	56.7%	21.1%
F.T.E.S.	5,035	5,950	6,150	6,277	6,631	6,917	1,882
% Annual Growth	1.2%	-0.6%	3.4%	5.5%	5.6%		37.4%
Full-Time Students	4,584	5,588	5,815	5,982	6,273	6,567	1,983
Men	1,978	2,390	2,516	2,591	2,795	2,920	942
Women	2,606	3,198	3,299	3,391	3,478	3,647	1,041
% Full-Time	76.1%	82.0%	83.8%	85.3%	85.0%	86.6%	43.3%
Average Age of all full-time students	N/A	20.9	21.0	21.0	20.9	21.0	
Part-Time Students	1,438	1,228	1,127	1,027	1,110	1,014	(424)
Men	492	424	409	382	397	361	(131)
Women	946	804	718	645	713	653	(293)
% Part-Time	23.9%	18.0%	16.2%	14.7%	15.0%	13.4%	-29.5%
Average Age of all part-time students	N/A	29.6	29.4	29.5	29.5	29.6	
Average Student Age	N/A	22.5	22.4	22.2	22.2	22.1	

Figure 1:

**Full-Time and Part-Time
Institutional Enrollment: 1997, 2003-2007**

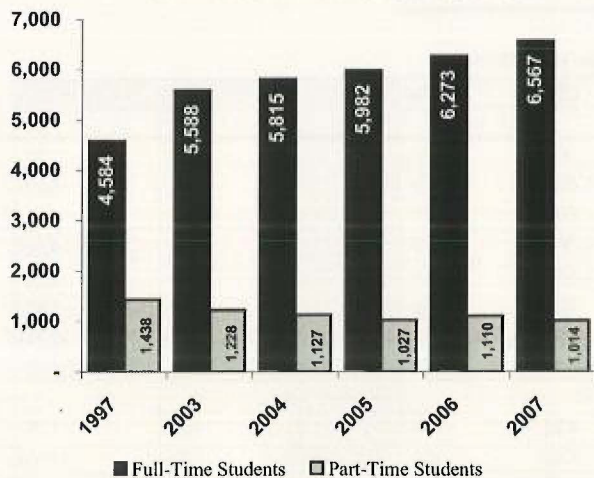


Figure 2:

**Institutional Enrollment
Percent Full-Time: 1997, 2003-2007**

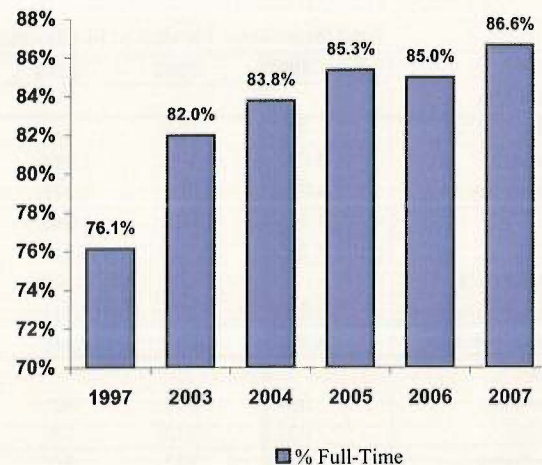


Table 2:

Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2007

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien (NRA)		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students¹	129	-	10	-	42	-	29	-	927	7	1	-	5	-	1,143	7	1,150
%	11.3		0.9		3.7		2.5		81.6		0.1		0.4				
Undergraduates																	
Freshmen	229	3	16	-	60	1	50	-	1,362	26	3	-	11	-	1,731	30	1,761
%	13.3		0.9		3.5		2.9		79.3		0.2		0.6				
Sophomores	182	14	9	-	43	2	42	-	1,232	36	5	1	16	1	1,529	54	1,583
%	12.5		0.6		2.9		2.7		81.0		0.4		1.1				
Juniors	127	24	5	1	36	2	34	2	1,380	80	7	1	23	3	1,612	113	1,725
%	8.9		0.4		2.2		2.1		85.9		0.5		1.5				
Seniors	120	17	7	-	30	5	30	3	1,138	121	17	1	65	3	1,407	150	1,557
%	9.2		0.5		2.4		2.2		84.6		1.2		4.4				
Second Bachelor's	6	3	1	-	1	1	2	1	57	21	4	1	1	1	72	28	100
%	9.2		1.0		2.0		3.1		79.6		5.0		2.0				
Subtotal	664	61	38	1	170	11	158	6	5,169	284	36	4	116	8	6,351	375	6,726
Unclassified/ Non-Degree	-	57	-	1	-	10	-	5	4	108	1	-	1	28	6	209	215
Total Undergraduates	664	118	38	2	170	21	158	11	5,173	392	37	4	117	36	6,357	584	6,941
%	11.5		0.6		2.8		2.5		82.0		0.6		2.2				
Graduates																	
Degree-seeking	28	17	1	1	2	2	3	6	156	275	10	1	5	6	205	308	513
Non-Degree	-	8	-	-	-	1	-	1	5	106	-	-	-	6	5	122	127
Total Graduates	28	25	1	1	2	3	3	7	161	381	10	1	5	12	210	430	640
%	8.5		0.3		0.8		1.6		87.0		1.8		2.7				
GRAND TOTAL	692	143	39	3	172	24	161	18	5,334	773	47	5	122	48	6,567	1,014	7,581
%	11.3		0.6		2.6		2.4		82.4		0.7		2.2				

Notes:

First-time students are included in freshmen and sophomore figures as appropriate.
 Percentage of African-American through White plus Nonresident Alien are a percentage of the known population. Percentage of Unknown is a percentage of the total population.

Table 2.1

Total Institutional Enrollment by Classification: 1997, 2003-2007

	1997	2003	2004	2005	2006	2007	4-Yr. Chng	10-Yr. Chng
Undergraduates								
First-Time Students ¹	875	950	986	968	1,033	1,151	201	276
Total Freshmen	1,212	1,495	1,584	1,577	1,679	1,761	266	549
Total Sophomores	1,089	1,451	1,377	1,503	1,610	1,583	132	494
Juniors	1,286	1,484	1,563	1,506	1,677	1,725	241	439
Seniors	1,295	1,341	1,393	1,449	1,454	1,557	216	262
Second Bachelor's		103	105	106	99	100	(3)	100
Unclassified/Non-Degree	509	325	344	296	272	215	(110)	(294)
Total Undergraduates	5,391	6,199	6,366	6,437	6,791	6,941	742	1,550
Graduates								
Degree-seeking	394	407	401	432	434	513	106	119
Non-Degree	237	210	175	140	158	127	(83)	(110)
Total Graduates	631	617	576	572	592	640	23	9
Grand Total	6,022	6,816	6,942	7,009	7,383	7,581	765	1,559

Table 2.2 Total Institutional Enrollment by Sex and Status: Fall 2007

	Full-Time		Part-Time		Total	
	Male	Female	Male	Female	Male	Female
Undergraduates:						
Degree-seeking, first-time students	497	646	3	4	500	650
Other first-year, degree-seeking	315	284	15	10	330	294
All other degree-seeking	2,028	2,581	161	182	2,189	2,763
Total degree-seeking undergraduates	2,840	3,511	179	196	3,019	3,707
Non-degree seeking undergraduates	5	1	86	123	91	124
Total undergraduates	2,845	3,512	265	319	3,110	3,831
Graduates:						
Degree-seeking, first-time	52	95	36	130	88	225
All other degree-seeking	22	36	28	114	50	150
Non-degree seeking	1	4	32	90	33	94
Total Graduate	75	135	96	334	171	469
Grand Total	2,920	3,647	361	653	3,281	4,300

Figure 3: Full-time and Part-time Institutional Enrollment: 1997, 2003-2007

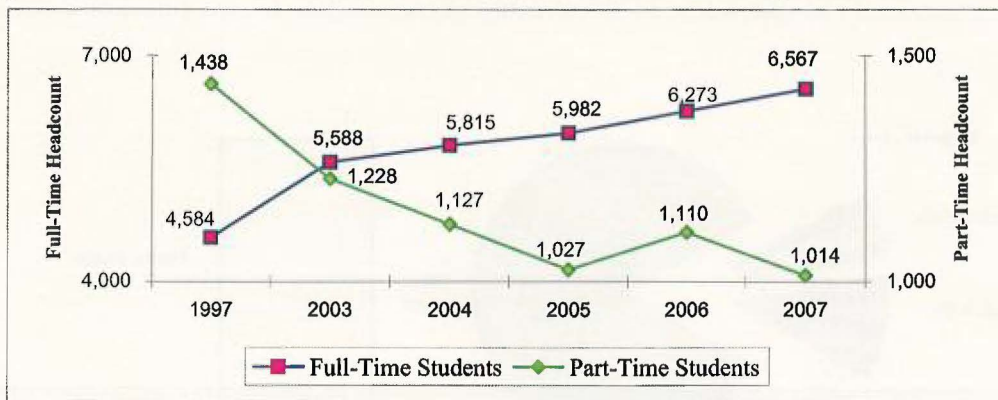


Figure 4: Total Institutional Enrollment Since 1980

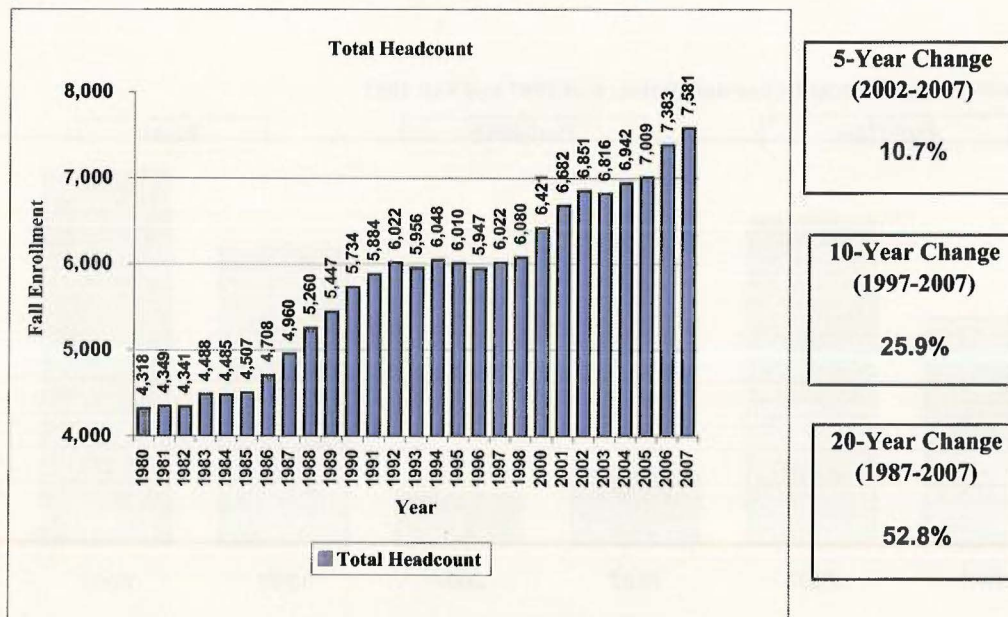


Table 3:

Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2007

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent Of Known
	Male	Female	Male	Female	Male	Female			
African-American	350	342	51	92	401	434	835	11.0%	11.3%
American Indian	21	18	1	2	22	20	42	0.6%	0.6%
Asian/Pacific Islander	87	85	16	8	103	93	196	2.6%	2.6%
Hispanic	78	83	9	9	87	92	179	2.4%	2.4%
White	2,321	3,013	269	504	2,590	3,517	6,107	80.6%	82.4%
Nonresident Alien	13	34	1	4	14	38	52	0.7%	0.7%
SUBTOTAL	2,870	3,575	347	619	3,217	4,194	7,411	97.8%	100.0%
Unknown	50	72	14	34	64	106	170	2.2%	
TOTAL	2,920	3,647	361	653	3,281	4,300	7,581	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity percentage of the known race/ethnicity population.

Figure 5:

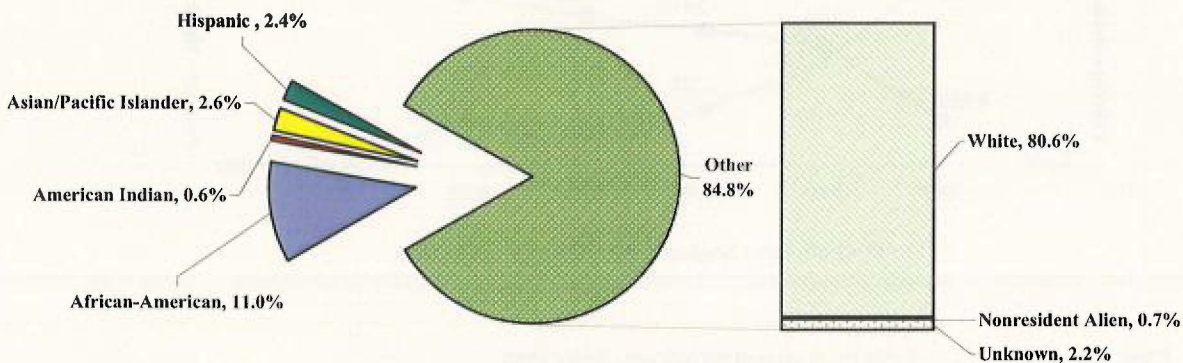
Total Institutional Enrollment by Race & Ethnicity: Fall 2007

Figure 6: Total Institutional Enrollment by Sex and Status: Fall 1997 and Fall 2007

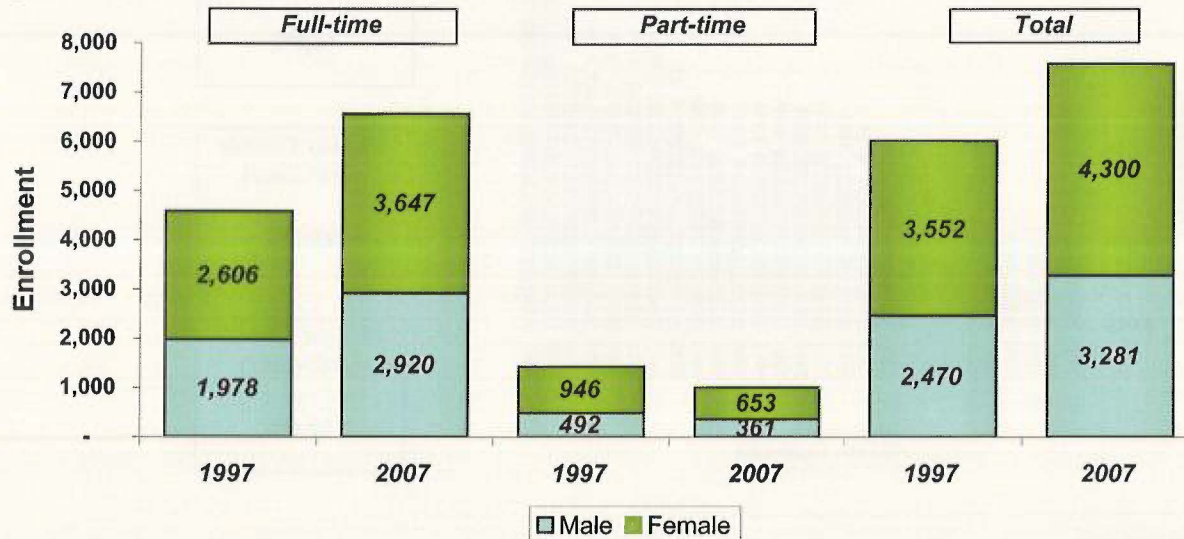
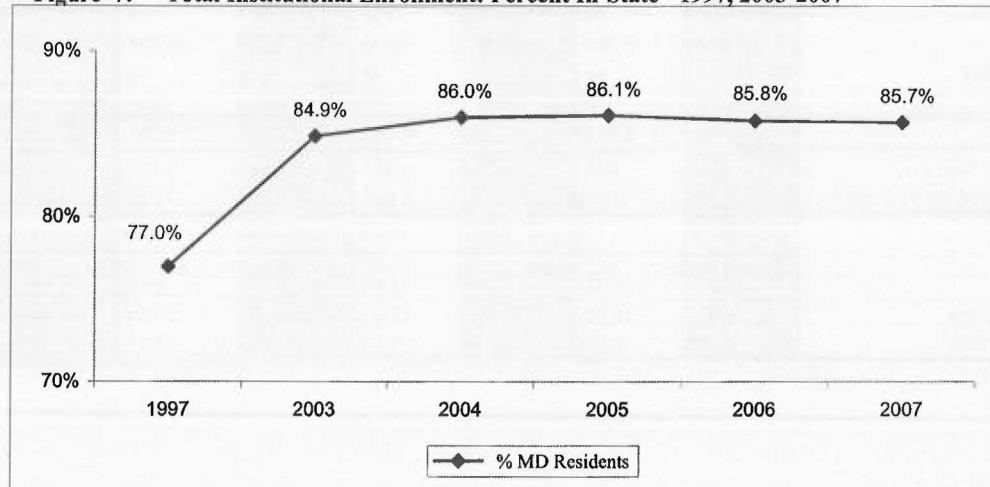


Table 4:

Total Institutional Demographics: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	6,022	6,816	6,942	7,009	7,383	7,581	1,559
Total Residing on Campus	1,709	1,669	1,704	1,690	1,700	1,730	21
Total Commuters	4,313	5,147	5,238	5,319	5,683	5,851	1,538
% Residing On Campus	28.4%	24.5%	24.5%	24.1%	23.0%	22.8%	
MD Residents	4,635	5,784	5,969	6,036	6,334	6,495	1,860
% MD Residents	77.0%	84.9%	86.0%	86.1%	85.8%	85.7%	40.1%
Out-of-State	1,332	966	928	927	986	1,032	(300)
Nonresident Alien	55	65	43	43	60	52	(3)
Other ¹	-	1	2	3	3	2	2
African-American	461	558	669	703	773	835	374
American Indian	17	21	21	20	27	42	25
Asian/Pacific Islander	79	164	170	173	176	196	117
Hispanic	54	129	154	166	184	179	125
Nonresident Alien	52	65	43	43	60	52	-
White	5,352	5,415	5,490	5,580	5,897	6,107	755
Unknown	7	464	395	324	266	170	163
Total	6,022	6,816	6,942	7,009	7,383	7,581	1,559
Total Known Minority	611	872	1,014	1,062	1,160	1,252	641
Total Known Min + NRA	663	937	1,057	1,105	1,220	1,304	641
Known Minority	10.2%	13.7%	15.5%	15.9%	16.3%	16.9%	104.9%
Minority + Nonresident Alien	11.0%	14.8%	16.1%	16.5%	17.1%	17.6%	96.7%
Unknown	0.1%	6.8%	5.7%	4.6%	3.6%	2.2%	-
Average Age of all students	N/A	22.5	22.4	22.2	22.2	22.1	-

NOTE: ¹Students with "OTHER" residence, see Glossary.**Figure 7: Total Institutional Enrollment: Percent In-State - 1997, 2003-2007**

Total Enrollment by Career and Race
Fall 1987, 1997, 2003 - 2007

Table 4.1

	FA 1987	Fall 1997	FA 2003	FA 2004	FA 2005	FA 2006	FA 2007	10-yr chng
Undergraduate								
Black	295	421	507	621	645	721	782	361
American Indian	5	16	20	20	20	26	40	24
Asian	36	76	161	167	167	173	191	115
Hispanic	19	49	124	146	160	175	169	120
White	4,103	4,792	4,922	5,019	5,110	5,406	5,565	773
Nonresident Alien (NRA)	9	31	52	31	34	43	41	10
Unknown	17	6	413	362	301	247	153	147
Subtotal	4,484	5,391	6,199	6,366	6,437	6,791	6,941	1,550
Total Known Minority	355	562	812	954	992	1,095	1,182	620
Total Known Minority + NRA	364	593	864	985	1,026	1,138	1,223	630
% Black	6.6%	7.8%	8.8%	10.3%	10.5%	11.0%	11.5%	85.7%
% Asian	0.8%	1.4%	2.8%	2.8%	2.7%	2.6%	2.8%	151.3%
% Hispanic	0.4%	0.9%	2.1%	2.4%	2.6%	2.7%	2.5%	244.9%
% Known Minority	7.9%	10.4%	14.0%	15.9%	16.2%	16.7%	17.4%	110.3%
% Min + NRA	8.1%	11.0%	14.9%	16.4%	16.7%	17.4%	18.0%	106.2%
Graduate Enrollment								
Black	41	40	51	48	58	52	53	13
American Indian	-	1	1	1	-	1	2	1
Asian	5	3	3	3	6	3	5	2
Hispanic	3	5	5	8	6	9	10	5
White	424	560	493	471	470	491	542	(18)
Nonresident Alien	-	21	13	12	9	17	11	(10)
Unknown	3	1	51	33	23	19	17	16
Subtotal	476	631	617	576	572	592	640	9
Total Known Minority	49	49	60	60	70	65	70	21
Total Known Minority + NRA	49	70	73	72	79	82	81	11
% Black	8.7%	6.3%	9.0%	8.8%	10.6%	9.1%	8.5%	32.5%
% Asian	1.1%	0.5%	0.5%	0.6%	1.1%	0.5%	0.8%	66.7%
% Hispanic	0.6%	0.8%	0.9%	1.5%	1.1%	1.6%	1.6%	100.0%
% Known Minority	10.4%	7.8%	10.6%	11.0%	12.8%	11.3%	11.2%	42.9%
% Minority + NRA	10.4%	11.1%	12.9%	13.3%	14.4%	14.3%	13.0%	15.7%
Total Enrollment								
Black	336	461	558	669	703	773	835	374
American Indian	5	17	21	21	20	27	42	25
Asian	41	79	164	170	173	176	196	117
Hispanic	22	54	129	154	166	184	179	125
White	4,527	5,352	5,415	5,490	5,580	5,897	6,107	755
Nonresident Alien	9	52	65	43	43	60	52	-
Unknown	20	7	464	395	324	266	170	163
Subtotal	4,960	6,022	6,816	6,942	7,009	7,383	7,581	1,559
Total Known Minority	404	611	872	1,014	1,062	1,160	1,252	641
Total Known Minority + NRA	413	663	937	1,057	1,105	1,220	1,304	641
% Black	6.8%	7.7%	8.8%	10.2%	10.5%	10.9%	11.3%	81.1%
% Asian	0.8%	1.3%	2.6%	2.6%	2.6%	2.5%	2.6%	148.1%
% Hispanic	0.4%	0.9%	2.0%	2.4%	2.5%	2.6%	2.4%	231.5%
% Known Minority	8.2%	10.2%	13.7%	15.5%	15.9%	16.3%	16.9%	104.9%
% Minority + NRA	8.4%	11.0%	14.8%	16.1%	16.5%	17.1%	17.6%	96.7%

Table 5: Total Institutional Enrollment by Age and Sex: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007
Total Headcount	6,022	6,816	6,942	7,009	7,383	7,581
Total 20 and Younger ¹	2,474	3,193	3,230	3,322	3,478	3,617
Men	979	1,277	1,340	1,430	1,482	1,519
Women	1,495	1,916	1,890	1,892	1,996	2,098
% 20 and Younger	41.1%	46.8%	46.5%	47.4%	47.1%	47.7%
Total 21-24 Yrs Old ²	2,085	2,541	2,699	2,724	2,911	2,972
Men	983	1,172	1,273	1,224	1,381	1,446
Women	1,102	1,369	1,426	1,500	1,530	1,526
% 21-24	34.6%	37.3%	38.9%	38.9%	39.4%	39.2%
Total 25-29 Yrs Old	657	473	428	427	435	457
Men	265	195	160	167	176	176
Women	392	278	268	260	259	281
% 25-29	10.9%	6.9%	6.2%	6.1%	5.9%	6.0%
Total 30-34 Yrs Old	259	201	219	178	185	179
Men	94	62	64	57	57	53
Women	165	139	155	121	128	126
% 30-34	4.3%	2.9%	3.2%	2.5%	2.5%	2.4%
Total 35-39 Yrs Old	185	129	120	125	114	108
Men	54	33	26	40	32	35
Women	131	96	94	85	82	73
% 35-39	3.1%	1.9%	1.7%	1.8%	1.5%	1.4%
Total 40-49 Yrs Old	256	191	154	156	182	165
Men	61	50	36	33	41	27
Women	195	141	118	123	141	138
% 40-49	4.3%	2.8%	2.2%	2.2%	2.5%	2.2%
Total 50-59 Yrs Old	80	72	68	63	63	62
Men	25	19	16	15	14	15
Women	55	53	52	48	49	47
% 50-59	1.3%	1.1%	1.0%	0.9%	0.9%	0.8%
Total 60 and older	26	16	24	14	15	21
Men	9	6	10	7	9	10
Women	17	10	14	7	6	11
% 60 and older	0.4%	0.2%	0.3%	0.2%	0.2%	0.3%
Average Age						
ALL STUDENTS	N/A	22.5	22.4	22.2	22.2	22.1
Men	N/A	22.0	21.8	21.7	21.7	21.6
Women	N/A	22.8	22.8	22.6	22.6	22.5

% 21 & Older

2003 2007
53.2% 52.3%

NOTES: ¹Prior to 2000, this category only accounted for students less than 20 years old

²Prior to 2000, this category accounted for students between the ages of 20 and 24

Table 6:

Total Institutional Enrollment by State: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	% of Total Enrl from Top States	% Change Since 2003	10-yr chng
Total Headcount	6,022	6,816	6,942	7,009	7,383	7,581		11.2%	25.9%
Alabama	1	1	1	-	-	-			
Alaska	1	-	-	-	-	-			
Arizona	-	-	-	-	2	1			
Arkansas	-	-	-	-	-	-			
California	4	9	9	5	6	7			
Colorado	1	-	-	2	1	3			
Connecticut	27	13	16	15	15	21			
Delaware	231	187	154	171	182	193	2.5%	3.2%	-16.5%
District of Columbia	4	9	14	12	13	17			
Florida	8	3	6	6	7	9			
Georgia	1	-	2	-	1	-			
Hawaii	2	-	-	1	-	-			
Idaho	-	-	-	-	-	-			
Illinois	1	2	2	1	2	2			
Indiana	-	-	-	-	-	-			
Iowa	2	1	-	-	1	1			
Kansas	-	-	-	-	-	-			
Kentucky	-	1	-	-	1	1			
Louisiana	-	-	-	-	-	-			
Maine	1	4	6	3	4	4			
Maryland	4,636	5,784	5,969	6,036	6,334	6,495	85.7%	12.3%	40.1%
Massachusetts	8	6	6	5	5	9			
Michigan	2	1	2	3	3	1			
Minnesota	-	3	2	2	1	1			
Mississippi	-	-	-	-	-	-			
Missouri	1	1	1	1	1	1			
Montana	1	1	1	-	-	-			
Nebraska	-	1	1	1	1	1			
Nevada	-	-	-	-	-	-			
New Hampshire	2	3	2	2	3	5			
New Jersey	442	342	337	351	371	370	4.9%	8.2%	-16.3%
New Mexico	2	-	-	-	-	-			
New York	293	169	153	137	161	162	2.1%	-4.1%	-44.7%
North Carolina	4	3	2	3	8	14			
North Dakota	2	-	-	-	-	-			
Ohio	4	4	3	2	1	3			
Oklahoma	-	-	-	-	-	-			
Oregon	1	-	1	-	-	-			
Pennsylvania	139	98	117	104	95	96	1.3%	-2.0%	-30.9%
Rhode Island	-	-	-	-	1	3			
South Carolina	1	-	1	1	1	1			
South Dakota	4	-	-	-	-	-			
Tennessee	1	-	1	-	2	2			
Texas	2	1	1	1	-	3			
Utah	1	-	-	-	-	-			
Vermont	1	3	3	2	2	3			
Virginia	130	92	78	90	88	93	1.2%	1.1%	-28.5%
Washington	-	1	-	-	1	-			
West Virginia	3	4	4	3	4	3			
Wisconsin	-	3	2	2	1	1			
Wyoming	-	-	-	1	1	1			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	1	-	-	-	-	-			
Foreign Countries/NRA	52	65	43	43	60	52	0.7%	-20.0%	0.0%
Other	3	1	2	3	3	2			

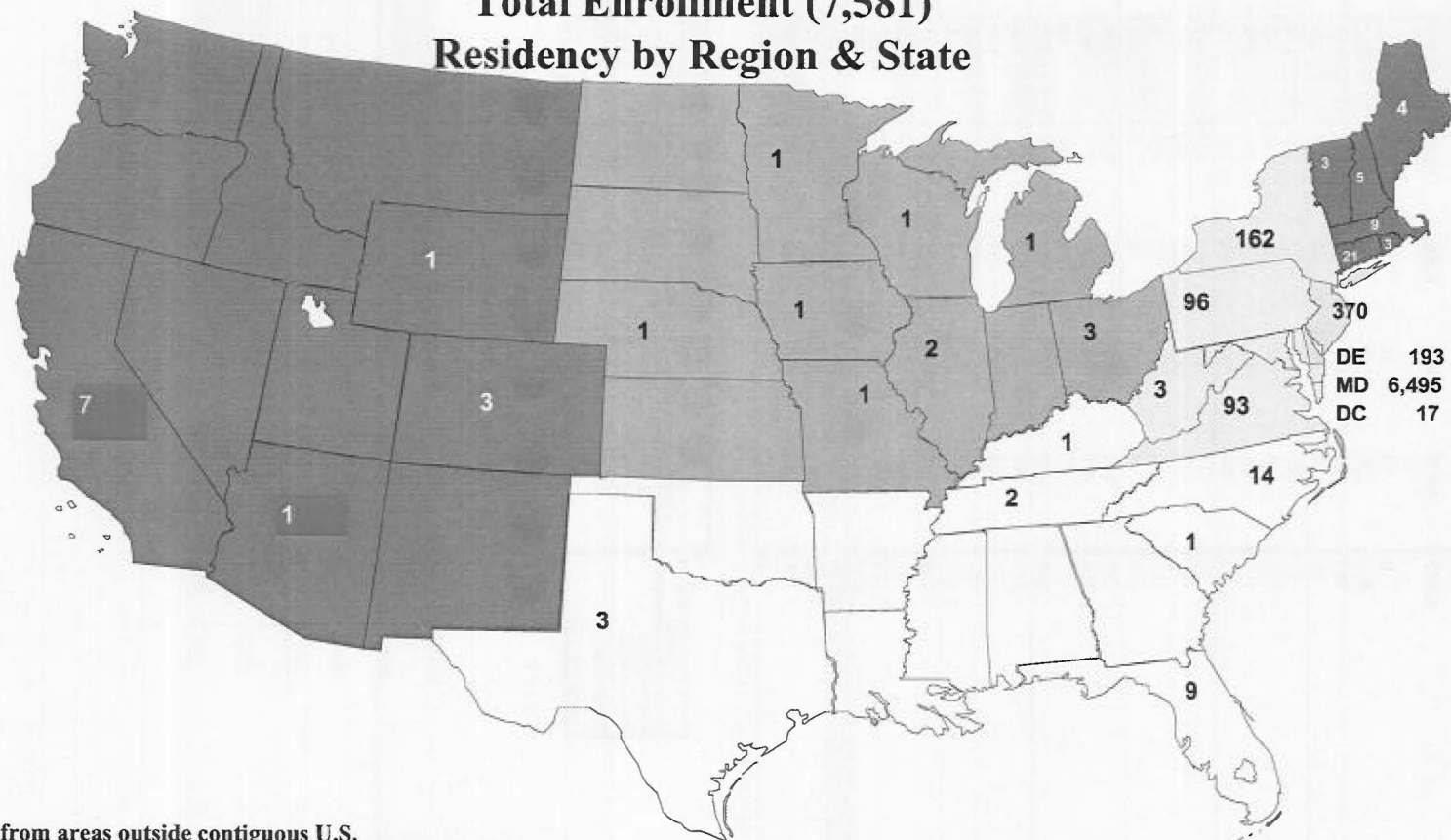
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 8:

FALL 2007
Total Enrollment (7,581)
Residency by Region & State

B-8.0



Enrollments from areas outside contiguous U.S.

Nonresident Aliens: 52
 US citizens with foreign address: 2

Table 7:

Total Institutional Enrollment by County of Residence: 1997, 2003-2007

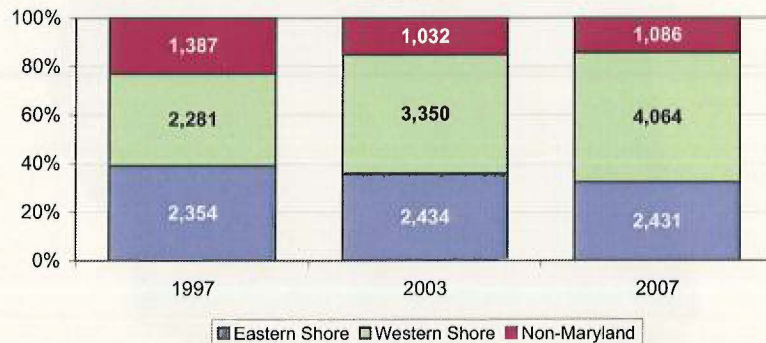
Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	6,022	6,816	6,942	7,009	7,383	7,581	1,559
Allegany	9	11	10	10	12	13	4
Anne Arundel	408	525	575	614	624	618	210
Baltimore	341	456	474	488	523	541	200
Baltimore City	19	30	50	49	50	69	50
Calvert	71	133	167	177	159	172	101
Caroline	110	115	104	134	130	143	33
Carroll	133	195	196	204	251	264	131
Cecil	89	135	133	124	128	150	61
Charles	99	117	132	129	126	138	39
Dorchester	187	163	161	159	155	174	(13)
Frederick	167	269	231	253	257	280	113
Garrett	3	7	8	6	6	6	3
Harford	225	261	303	297	340	354	129
Howard	168	318	335	352	376	392	224
Kent	27	31	37	45	47	40	13
Montgomery	244	555	577	617	636	676	432
Prince George's	271	286	304	334	323	338	67
Queen Anne's	71	125	124	105	113	139	68
St. Mary's	69	87	87	80	98	101	32
Somerset	146	140	138	117	134	139	(7)
Talbot	126	121	119	120	121	131	5
Washington	54	100	127	128	117	102	48
Wicomico	1,109	1,162	1,137	1,077	1,135	1,080	(29)
Worcester	489	442	440	417	473	435	(54)
Total for MD	4,635	5,784	5,969	6,036	6,334	6,495	1,860
Out-of-State	1,332	966	928	927	986	1,032	(300)
Nonresident Alien	52	65	43	43	60	52	-
Other Foreign	3	1	2	3	3	2	(1)

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Region	1997		2003		2007	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	2,354	39.1%	2,434	35.7%	2,431	32.1%
Western Shore	2,281	37.9%	3,350	49.1%	4,064	53.6%
Out-of-State	1,332	22.1%	966	14.2%	1,032	13.6%
Nonresident Alien	55	0.9%	66	1.0%	54	0.7%

Figure 9

Institutional Enrollment by County of Residence:
1997, 2003, 2007

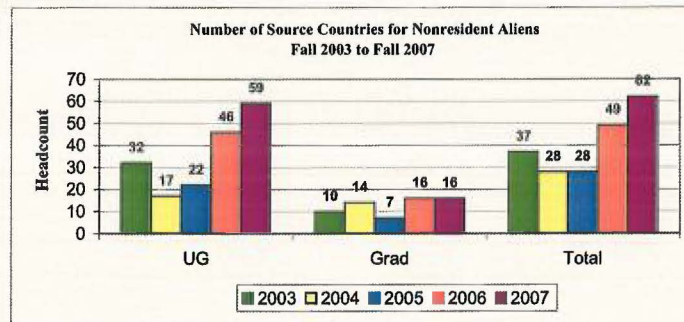
Primary Feeder Counties & Percentages based on MD Total	
Wicomico	16.6%
Montgomery	10.4%
Anne Arundel	9.5%
Baltimore	8.3%
Worcester	6.7%
Howard	6.0%
Harford	5.5%
Prince George's	5.2%
Frederick	4.3%
Carroll	4.1%
TOTAL	76.6%

Table 8:

Enrollment by Country of Citizenship Fall 2007

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Argentina	1	-	1	-	-	-	1
Bahamas	1	-	1	-	-	-	1
Belarus	8	3	11	-	-	-	11
Brazil	3	-	3	1	-	1	4
British Virgin Islands	2	-	2	-	-	-	2
Bulgaria	-	-	-	1	-	1	1
Cameroon	6	1	7	-	-	-	7
Canada	7	1	8	1	2	3	11
Chile	1	-	1	-	-	-	1
China	3	1	4	2	-	2	6
Costa Rica	1	-	1	-	-	-	1
Cuba	1	-	1	-	-	-	1
Dominican Republic	1	-	1	-	-	-	1
Ecuador	1	-	1	-	-	-	1
El Salvador	1	-	1	-	-	-	1
Ethiopia	4	1	5	1	-	1	6
France	-	-	-	2	-	2	2
Gambia	2	-	2	-	-	-	2
Germany	-	-	-	2	-	2	2
Ghana	7	-	7	-	-	-	7
Great Britain	5	-	5	-	-	-	5
Guyana	2	-	2	-	-	-	2
Haiti	2	-	2	-	-	-	2
India	4	1	5	-	-	-	5
Indonesia	-	1	1	1	-	1	2
Islamic Republic of Iran	1	-	1	-	-	-	1
Jamaica	1	-	1	-	-	-	1
Japan	1	1	2	-	-	-	2
Kenya	1	-	1	-	-	-	1
Latvia	4	-	4	1	1	2	6
Liberia	3	-	3	-	-	-	3
Lithuania	3	-	3	2	-	2	5
Madagascar	1	-	1	-	-	-	1
Malaysia	1	-	1	-	-	-	1
Mexico	2	1	3	-	-	-	3
Moldova	2	-	2	-	-	-	2
Myanmar	1	-	1	1	-	1	2
Nepal	2	-	2	-	-	-	2
Nicaragua	1	-	1	-	-	-	1
Nigeria	9	2	11	-	-	-	11
Other	15	2	17	1	1	2	19
Pakistan	1	-	1	-	-	-	1
Peru	1	-	1	-	-	-	1
Philippines	1	-	1	-	-	-	1
Poland	1	1	2	1	-	1	3
Republic of Korea	8	1	9	-	-	-	9
Romania	-	3	3	-	-	-	3
Russian Federation	14	3	17	1	-	1	18
Saudi Arabia	1	-	1	-	-	-	1
Senegal	1	-	1	-	-	-	1
Sierra Leone	4	-	4	-	-	-	4
Slovakia	1	-	1	-	-	-	1
South Africa	3	-	3	1	-	1	4
Taiwan, Province of China	1	-	1	-	-	-	1
Togo	1	-	1	-	-	-	1
Trinidad and Tobago	1	-	1	-	-	-	1
Ukraine	1	1	2	-	-	-	2
Uzbekistan	1	-	1	-	-	-	1
Venezuela	1	-	1	-	-	-	1
Vietnam	4	-	4	-	-	-	4
Subtotal, Foreign Countries	157	24	181	19	4	23	204
United States	6,201	559	6,760	191	426	617	7,377
Student total, including Other	6,358	583	6,941	210	430	640	7,581
Country total, including US			58			16	61

Figure 10:



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Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2007</i>	<i>Percent Growth</i>
Accounting	6	151	266	76%
Art (Fine)	6	6	172	2767%
Art & B.F.A.	4	198	246	24%
Athletic Training	6	3	129	4200%
Conflict Resolution	3	20	45	125%
Early Childhood Education	5	3	158	5167%
Education, Reading Specialist (Graduate)	4	2	28	1300%
English	6	136	194	43%
Environmental Issues	3	2	33	1550%
Exercise Science	5	37	231	524%
Finance	5	14	171	1121%
International Studies	5	2	52	2500%
Marketing	5	9	275	2956%
Psychology	4	289	359	24%
Respiratory Therapy	6	24	73	204%
Fulton School of Liberal Arts	11	1,276	2,050	61%
Henson School of Science & Technology	4	1,258	1,423	13%
Perdue School of Business	4	1,236	1,682	36%
Seidel School of Education	4	1,159	1,300	12%

<i>Programs/Schools DECLINING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2007</i>	<i>Percent Decline</i>
Elementary Education	7	742	430	-42%
Elementary Education/Early Childhood ¹	6	742	588	-21%
Environmental Health	6	48	16	-67%
Mathematics	3	113	96	-15%
Theatre	3	35	24	-31%

¹The creation of the Early Childhood Education program in 2002 has had an impact on the numbers of Elementary Education majors. However, when these two programs are combined, the total still reveals a decline from previous years.

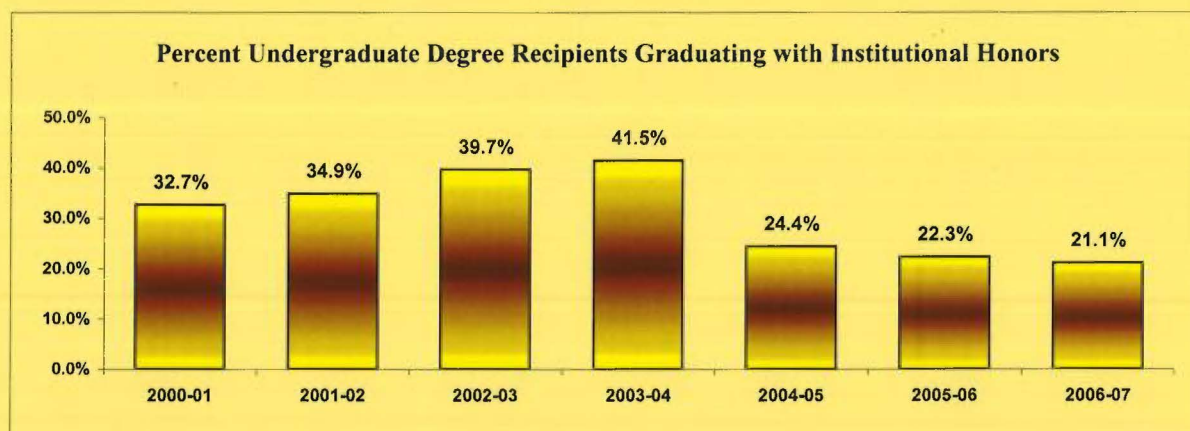


Table 1: Institutional Enrollment by School & Discipline: Fall 1997, Fall 2003 to Fall 2007

School and Degree Program	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	% Change ¹ 2003 to 2007	1 Year ¹ Change	3-Year Average	10-yr ¹ chn
UNDERGRADUATE										
Fulton School of Liberal Arts										
Art	105	179	179	112	77	74	-58.7%	-3.9%	88	-29.5%
Art (B.F.A.)	1	19	22	93	151	172	805%	13.9%	139	17100.0%
Communication Arts	332	446	451	441	475	485	8.7%	2.1%	467	46.1%
Conflict Resolution	-	26	20	33	36	45	73%	25.0%	38	-
English	145	165	168	174	183	194	17.6%	6.0%	184	33.8%
English for Speakers of Other Languages	-	-	-	-	4	4	-	-	-	-
Environmental Issues	-	-	2	9	18	33	-	-	-	-
French	6	6	8	5	4	6	-	-	-	-
History	157	267	240	213	221	214	-19.9%	-3.2%	216	36.3%
Interdisciplinary Studies	-	92	84	89	80	91	-1.1%	13.8%	87	-
International Studies	-	17	27	37	41	52	206%	26.8%	43	-
Liberal Studies ⁴	102	9	2	1	-	-	-	-	-	-
Music	32	23	29	29	37	44	91.3%	18.9%	37	37.5%
Philosophy	31	39	35	37	47	42	7.7%	-10.6%	42	35.5%
Political Science	104	126	126	123	126	120	-4.8%	-4.8%	123	15.4%
Psychology	241	289	292	296	334	359	24.2%	7.5%	330	49.0%
Sociology	45	46	42	41	51	57	23.9%	11.8%	50	26.7%
Spanish	15	29	41	46	39	34	17.2%	-12.8%	40	126.7%
Theatre	-	22	35	29	26	24	9%	-7.7%	26	-
Subtotal	1,316	1,800	1,803	1,808	1,950	2,050	13.9%	5.1%	1,936	55.8%
Henson School of Science & Technology										
Biology	601	386	391	408	463	462	19.7%	-0.2%	444	-23.1%
Chemistry	45	51	70	67	93	86	68.6%	-7.5%	82	91.1%
CLS/Medical Technology	37	27	35	39	34	36	33.3%	5.9%	36	-2.7%
Computer Science	-	142	113	89	80	81	-43.0%	1.3%	83	-
Environmental Health	54	36	25	17	16	19	-	-	-	-
Geography	65	60	80	75	83	110	83.3%	32.5%	89	69.2%
Mathematics	126	107	113	105	97	96	-10.3%	-1.0%	99	-23.8%
Nursing	197	341	403	428	421	418	22.6%	-0.7%	422	112.2%
Physical Science ⁴	1	-	-	-	-	-	-	-	-	-
Physics	43	76	70	62	40	42	-44.7%	5.0%	48	-2.3%
Respiratory Therapy	58	32	43	54	70	73	128%	4.3%	66	25.9%
Subtotal	1,227	1,258	1,343	1,344	1,397	1,423	13.1%	1.9%	1,388	16.0%
Perdue School of Business										
Accounting	206	196	202	220	255	266	35.7%	4.3%	247	29.1%
Business Administration	704	675	527	587	636	623	-7.7%	-2.0%	615	-11.5%
Economics	19	13	25	23	32	36	177%	12.5%	30	89.5%
Finance	-	71	111	138	149	171	141%	14.8%	153	-
Information Systems	110	119	97	80	83	81	-31.9%	-2.4%	81	-26.4%
Management	-	64	155	195	230	230	259%	-	218	-
Marketing	-	98	164	191	254	275	181%	8.3%	240	-
Subtotal	1,039	1,236	1,281	1,434	1,639	1,682	36.1%	2.6%	1,585	61.9%
Seidel School of Education & Professional Studies										
Athletic Training	-	71	80	85	106	129	81.7%	21.7%	107	-
Early Childhood Education	-	41	90	117	135	158	285%	17.0%	137	-
Elementary Education	628	623	538	502	458	430	-31.0%	-6.1%	463	-31.5%
Exercise Science	-	85	98	149	207	231	172%	11.6%	196	-
Health Education	-	17	20	24	17	25	47.1%	47.1%	22	-
Physical Education	262	181	182	163	167	168	-7.2%	0.6%	166	-35.9%
Social Work	189	141	170	160	160	159	12.8%	-0.6%	160	-15.9%
Subtotal	1,079	1,159	1,178	1,200	1,250	1,300	12.2%	4.0%	1,250	20.5%
Undeclared ²	316	421	417	355	283	271	-35.6%	-4.2%	303	-14.2%
Non-Degree seeking ³	414	325	344	296	272	215	-33.8%	-21.0%	261	-48.1%
TOTAL Undergraduate	5,391	6,199	6,366	6,437	6,791	6,941	12.0%	2.2%	6,723	28.8%
GRADUATE										
Applied Health Physiology	-	17	18	24	25	24	41.2%	-4.0%	24	-
Business Administration	106	91	79	72	86	93	2.2%	8.1%	84	-12.3%
Education	175	118	91	108	96	103	-12.7%	7.3%	102	-41.1%
Education, MS in Math	-	4	10	12	12	18	-	-	-	-
Education, MA in Teaching	-	8	12	15	5	17	-	-	-	-
Education, Reading Specialist	-	2	10	21	23	28	13	-	24	-
Educational Leadership	28	27	19	23	32	29	7.4%	-9.4%	28	3.6%
English	29	25	25	25	31	33	32.0%	6.5%	30	13.8%
Geographic Info Sys & Public Admin	-	-	-	-	-	10	-	-	-	-
History	1	18	18	19	16	20	-	-	-	-
Nursing	45	19	27	20	17	21	-	-	-	-
Psychology ⁴	19	-	-	-	-	-	-	-	-	-
Social Work	-	78	91	93	91	117	50.0%	28.6%	100	-
Undeclared	-	-	1	-	-	-	-	-	-	-
Non-degree, Post-Masters Certificate (FMNP)	-	-	-	-	2	4	-	-	-	-
Other Non-degree seeking	228	210	175	140	156	123	-41.4%	-21.2%	140	-46.1%
TOTAL Graduate	631	617	576	572	592	640	3.7%	8.1%	601	1.4%

¹Percent change is not provided for programs with an average of 20 students or less.

²Degree Seeking students, major undeclared.

³Non-degree seeking students.

⁴Program Discontinued

Table 2:

Enrollment, Student Credit Hours, and FTES
Winter Terms and Summer Sessions: 1990 to 2007

	Students			Student Credit Hours			FTES ^{1,2}		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1990	1,165	73	1,238	4,544	226	4,770	303	19	322
Winter 1991	1,321	49	1,370	5,251	160	5,411	350	13	363
Winter 1992	1,346	71	1,417	5,130	196	5,326	342	16	358
Winter 1993	1,392	43	1,435	5,330	141	5,471	355	12	367
Winter 1994	1,370	56	1,426	5,198	120	5,318	347	10	357
Winter 1995	1,214	67	1,281	4,570	148	4,718	305	12	317
Winter 1996	1,104	62	1,166	4,129	158	4,287	275	13	288
Winter 1997	996	67	1,063	3,635	195	3,830	242	16	258
Winter 1998	1,063	53	1,116	3,844	126	3,970	256	11	267
Winter 1999	956	46	1,002	3,425	128	3,553	228	11	239
Winter 2000	849	25	874	2,919	70	2,989	195	6	200
Winter 2001	934	53	987	3,310	138	3,448	221	12	232
Winter 2002	1,035	34	1,069	3,745	105	3,850	250	9	258
Winter 2003	1,097	65	1,162	3,995	192	4,187	266	16	282
Winter 2004	1,104	74	1,178	4,137	181	4,318	276	15	291
Winter 2005	1,212	67	1,279	4,424	246	4,670	295	21	315
Winter 2006	1,252	59	1,311	4,388	177	4,565	293	15	307
Winter 2007	1,384	61	1,445	5,174	185	5,359	345	15	360

Summer Sessions									
Summer 1990	864	363	1,227	3,488	1,560	5,048	233	130	363
Summer 1991	888	315	1,203	3,681	1,242	4,923	245	104	349
Summer 1992	859	326	1,185	3,557	1,191	4,748	237	99	336
Summer 1993	804	317	1,121	3,281	1,211	4,492	219	101	320
Summer 1994	783	289	1,072	3,215	1,026	4,241	214	86	300
Summer 1995	837	340	1,177	3,462	1,247	4,709	231	104	335
Summer 1996	776	332	1,108	3,272	1,212	4,484	218	101	319
Summer 1997	859	380	1,239	3,474	1,588	5,062	232	132	364
Summer 1998	826	377	1,203	3,760	1,407	5,167	251	117	368
Summer 1999	820	293	1,113	3,761	1,089	4,850	250	91	341
Summer 2000	768	317	1,085	3,110	1,170	4,280	207	98	305
Summer 2001	744	347	1,091	3,108	1,528	4,636	207	127	334
Summer 2002	885	360	1,245	3,682	1,530	5,212	245	128	373
Summer 2003	938	380	1,318	3,950	1,757	5,707	263	146	409
Summer 2004	999	389	1,388	4,559	1,765	6,324	304	147	451
Summer 2005	1,131	341	1,472	4,850	1,472	6,322	323	123	446
Summer 2006	1,197	314	1,511	5,292	1,383	6,675	353	115	468
Summer 2007	1,169	319	1,488	5,436	1,462	6,898	362	122	484

¹UG FTES = (UG Student Credit Hours)/15 ; Grad FTES = (Grad Student Credit Hours)/12

²FTES for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Note: Winter & Summer students/SCHs are not included in annual totals

Figure 1:

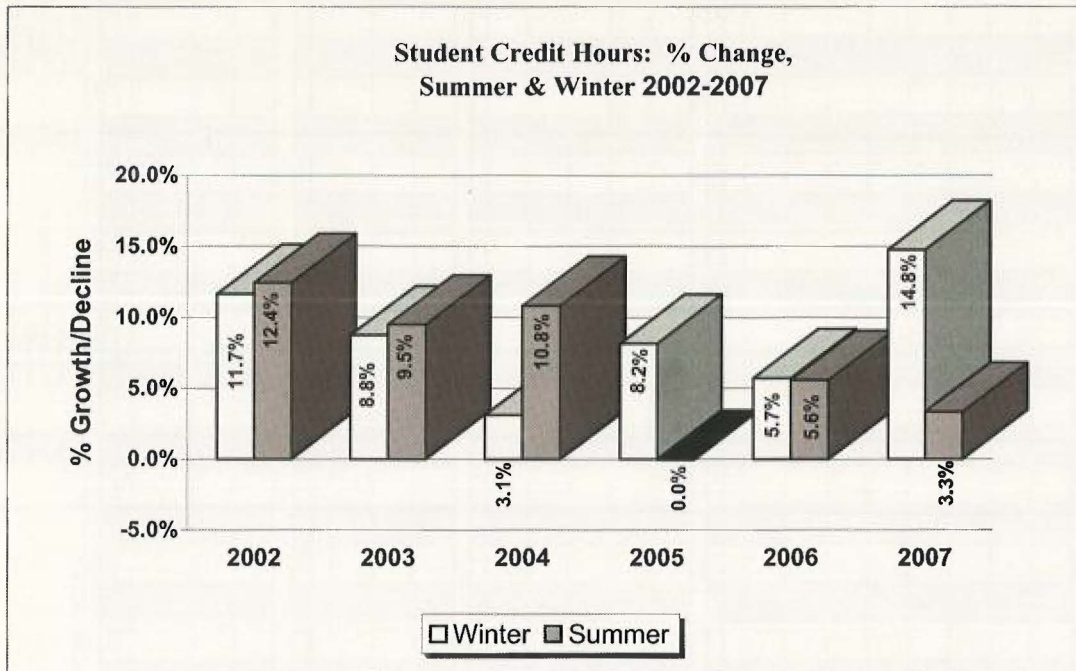
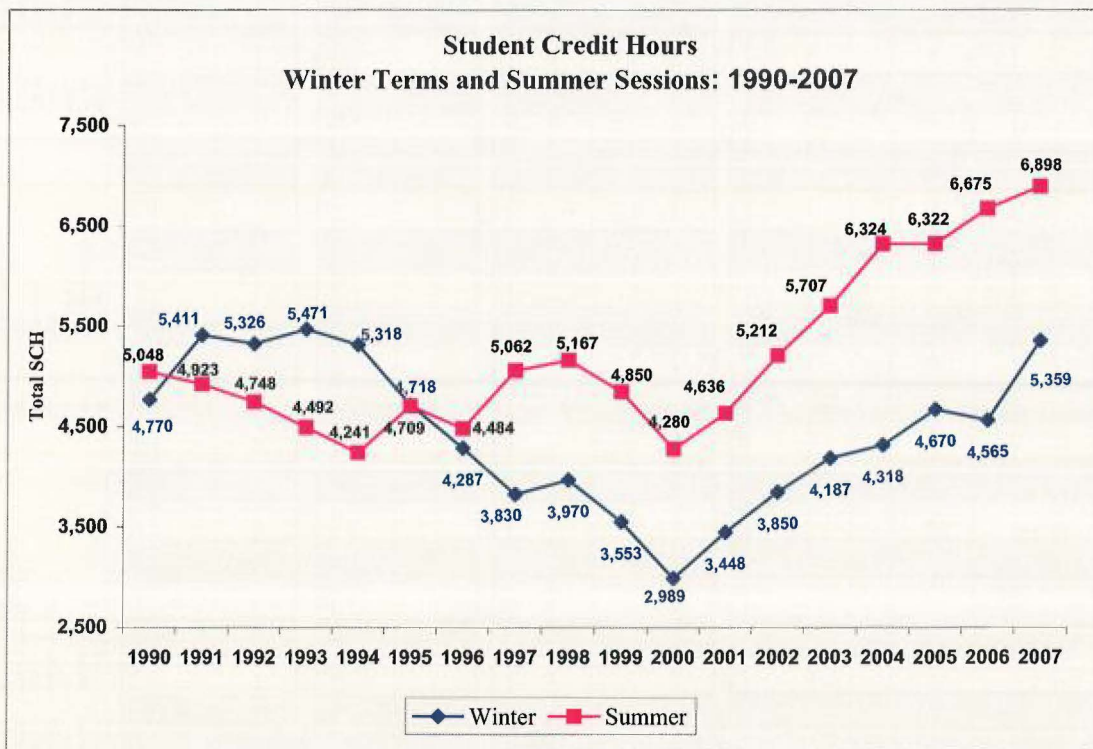


Figure 2:



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Source: MHEC DIS

Table 2:

Degrees Awarded by Program and Race: Academic Year 2006-07

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	Nonresident Alien	Unknown	Total
Accounting	2	-	-	3	31	-	2	38
Art	2	-	-	-	15	-	1	18
Art (B.F.A.)	1	1	2	1	25	2	2	34
Athletic Training	-	-	-	2	8	1	-	11
Biology	10	-	4	1	67	-	9	91
Business Administration	-	-	1	1	8	-	-	10
Chemistry	-	-	1	-	8	-	-	9
CLS/Medical Technology	-	1	-	-	7	1	-	9
Communication Arts	10	-	2	2	112	-	7	133
Computer Science	3	-	1	-	4	1	1	10
Conflict Analysis/Dispute Res	1	-	-	-	13	-	-	14
Early Childhood Education	1	-	-	1	24	-	2	28
Economics	1	-	-	-	4	-	-	5
Elementary Education	3	-	1	2	100	-	7	113
English	2	-	2	-	37	1	3	45
Environmental Health	-	-	-	-	4	-	-	4
Environmental Issues	-	-	-	-	4	-	-	4
Exercise Science	4	-	1	-	38	-	2	45
Finance	4	-	1	4	53	1	3	66
French	-	-	-	-	1	-	-	1
Geography	-	-	-	-	18	-	2	20
Health Education	-	-	-	-	2	-	-	2
History	3	1	-	-	61	-	2	67
Information Systems	7	-	2	1	15	-	-	25
Interdisciplinary Studies	11	-	2	-	45	-	3	61
International Studies	-	-	-	-	8	1	-	9
Management	6	-	6	6	71	-	6	95
Marketing	3	-	3	3	54	-	5	68
Mathematics	2	-	-	-	19	-	3	24
Music	-	-	-	-	2	-	-	2
Nursing	3	-	3	1	55	-	6	68
Philosophy	-	-	-	-	12	-	2	14
Physical Education	3	-	-	-	36	-	4	43
Physics	-	-	-	-	8	-	-	8
Political Science	3	-	1	-	25	-	4	33
Psychology	16	2	2	2	67	-	2	91
Respiratory Therapy	2	-	1	1	17	-	3	24
Social Work	22	-	1	1	30	-	2	56
Sociology	1	-	-	-	7	-	1	9
Spanish	1	-	-	6	20	-	-	27
Theatre	-	-	-	-	5	-	-	5
TOTAL	127	5	37	38	1,140	8	84	1,439
Masters								
Applied Health Physiology	3	-	-	-	5	-	-	8
Business Administration	-	-	1	-	31	6	-	38
Education	4	-	-	1	33	-	-	38
Educational Leadership	2	-	-	-	10	-	-	12
Education, Math	-	-	-	-	4	-	-	4
Education, Reading Specialist	1	-	-	-	6	-	-	7
Education, Teaching, M.A.	-	-	-	-	2	-	-	2
English	4	-	-	-	18	-	-	22
History	2	-	-	-	6	-	2	10
Nursing	-	-	-	-	2	-	-	2
Social Work	5	-	-	1	19	-	2	27
Psychology	-	-	-	-	1	-	-	1
TOTAL	21	-	1	2	137	6	4	171
GRAND TOTAL	148	5	38	40	1,277	14	88	1,610

Table 3:

Degrees Awarded Alphabetically by Program: 1996-97, AY 2002-03 to 2006-07

Baccalaureate	96-97	02-03	03-04	04-05	05-06	06-07	% Change AY 02 to AY 06 ¹	% Change AY 05 to AY 06	3 Year Average ²	10-yr chng
Accounting	55	25	32	34	40	38	52.0%	-5.0%	37	-30.9%
Art	28	37	41	27	32	18	-51.4%	-43.8%	26	-35.7%
Art (B.F.A.)	3	11	15	17	25	34	209.1%	36.0%	25	1033.3%
Athletic Training		9	3	7	9	11			9	
Biology	104	104	71	82	82	91	-12.5%	11.0%	85	-12.5%
Business Administration	129	168	100	29	16	10			18	-92.2%
Chemistry	9	10	7	12	8	9			10	0.0%
CLS/Medical Technology	6	7	7	8	6	9			8	50.0%
Communication Arts	92	143	135	131	142	133	-7.0%	-6.3%	135	44.6%
Computer Science	-	6	15	15	18	10			14	
Conflict Analysis/Dispute Resolution		3	11	15	12	14			14	
Early Childhood Education		-	-	12	22	28		27.3%	21	
Economics	6	2	3	8	8	5			7	-16.7%
Elementary Education	185	194	145	108	129	113	-41.8%	-12.4%	117	-38.9%
English	31	38	46	45	38	45	18.4%	18.4%	43	45.2%
Environmental Health	12	10	8	10	7	4			7	-66.7%
Environmental Issues		-	-	-	1	4			3	
Exercise Science		19	18	33	43	45	136.8%	4.7%	40	
Finance		23	28	42	59	66	187.0%	11.9%	56	
French	1	5	1	5	2	1			3	0.0%
Geography	26	28	13	32	20	20	-28.6%	0.0%	24	-23.1%
Health Education		-	1	7	4	2			4	
History	50	52	85	72	55	67	28.8%	21.8%	65	34.0%
Information Systems	22	65	36	38	25	25	-61.5%	0.0%	29	13.6%
Interdisciplinary Studies		53	63	55	58	61	15.1%	5.2%	58	
International Studies		-	-	1	6	9			5	
Liberal Studies ⁴	66	12	2	-	1	-				-100.0%
Management		1	20	54	91	95	9400.0%	4.4%	80	
Marketing		11	37	61	54	68	518.2%	25.9%	61	
Mathematics	24	22	24	22	22	24	9.1%	9.1%	23	0.0%
Music	6	9	2	5	6	2			4	-66.7%
Nursing	55	56	80	78	84	68	21.4%	-19.0%	77	23.6%
Philosophy	10	16	17	4	18	14			12	40.0%
Physical Education	68	37	38	34	41	43	16.2%	4.9%	39	-36.8%
Physics	8	13	8	4	12	8			8	0.0%
Political Science	27	25	25	31	30	33	32.0%	10.0%	31	22.2%
Psychology	67	58	84	78	71	91	56.9%	28.2%	80	35.8%
Respiratory Therapy	19	7	11	10	15	24			16	26.3%
Social Work	72	59	55	61	59	56	-5.1%	-5.1%	59	-22.2%
Sociology	17	7	5	10	7	9			9	-47.1%
Spanish	3	13	8	11	16	27			18	800.0%
Theatre		6	1	5	7	5			6	
TOTAL	1,201	1,364	1,301	1,313	1,401	1,439	5.5%	2.7%	1,384	19.8%
Masters										
Applied Health Physiology		5	9	4	12	8			8	
Business Administration	35	46	51	37	39	38	-17.4%	-2.6%	38	8.6%
Education	88	70	52	51	48	38	-45.7%	-20.8%	46	-56.8%
Education, Math		1	3	7	7	4			6	
Education, Reading Specialist		-	1	-	3	7			3	
Educational Leadership	8	11	16	9	6	12			9	50.0%
Education, Teaching, M.A.	N/A	13	15	11	15	2			9	
English	11	17	22	27	20	22	29.4%	10.0%	23	100.0%
History	2	6	3	6	7	10			8	400.0%
Nursing	10	6	6	7	7	2			5	-80.0%
Psychology ⁴		2	1	-	-	1			0	
Social Work	4	19	29	31	45	27	42.1%	-40.0%	34	575.0%
TOTAL	158	196	208	190	209	171	-12.8%	-18.2%	190	8.2%
GRAND TOTAL	1,359	1,560	1,509	1,503	1,610	1,610	3.2%	0.0%	1,574	18.5%

Highlighted Program: Degrees Awarded 2006-07			Low Productivity Programs:
Top Programs	Lowest Programs		French
Communication Arts	Environmental Issues		Music
Elementary Education	French		
Management	Health Education		
Biology	Music		
Psychology	Environmental Health		
Marketing			
Nursing			

NOTES: ¹Percent change is omitted for programs that have awarded an average of 20 degrees or less.

²For newer programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.

³Rules for Low Productivity: (1) New programs exempt for 5 years, (2) Must graduate 5 students in the most recent year OR 15 students in the last 3 years.

⁴Program Discontinued

Table 4: Degrees Awarded by Academic Years: 1996-97, AY 2002-03 through 2006-07

	1996-97	2002-03	2003-04	2004-05	2005-06	2006-07	10-yr chng
Grand Total Degrees	1,363	1,560	1,509	1,503	1,610	1,610	18.1%
Total Bachelors	1,205	1,364	1,301	1,313	1,401	1,439	19.4%
Bachelor of Arts	367	434	501	471	480	497	35.4%
Bachelor of Science	763	859	730	764	837	852	11.7%
Bachelor of Arts in Social Work	72	60	55	61	59	56	-22.2%
Bachelor of Fine Arts	3	11	15	17	25	34	1033.3%
Total Masters	158	196	208	190	209	171	8.2%
Master of Arts	17	25	26	33	27	33	94.1%
Master of Business Administration	35	46	51	37	39	38	8.6%
Master of Education	96	81	69	67	57	57	-40.6%
Master of Arts in Teaching	-	13	15	11	15	2	0.0%
Master of Science	10	12	18	11	26	14	40.0%
Master of Social Work	-	19	29	31	45	27	0.0%

Figure 1: Degrees Awarded by Academic Years: 1996-97, AY 2002-03 through 2006-07

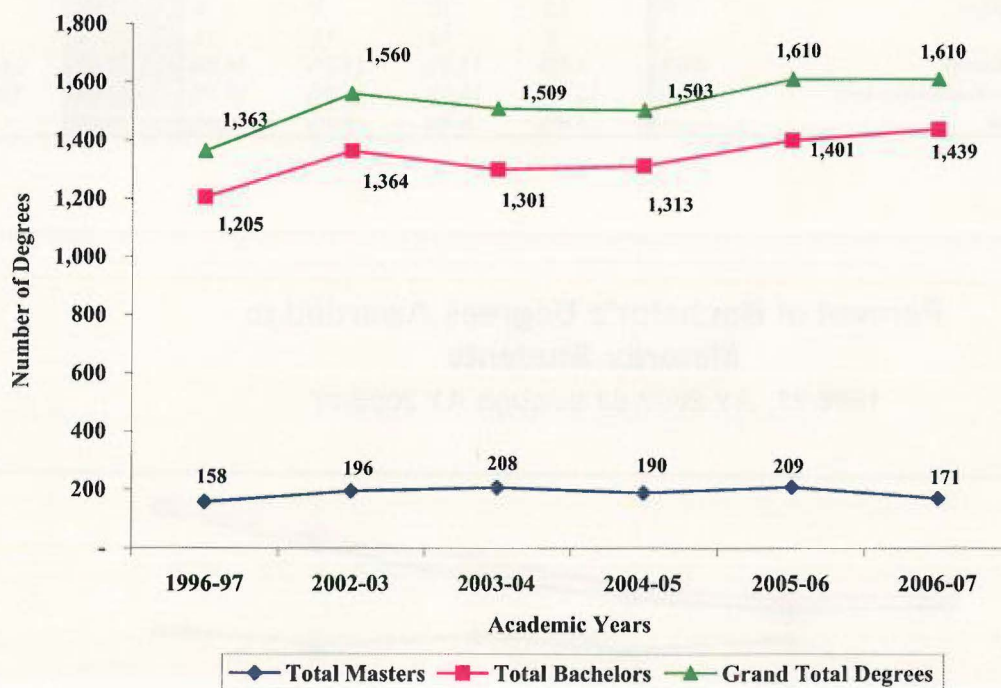


Table 5: Degrees Awarded by Race: 1996-97, 2002-03 through 2006-07

Fiscal Year	1996-97	2002-03	2003-04	2004-05	2005-06	2006-07	10-yr chng
Total Bachelor's	1,205	1,364	1,301	1,313	1,401	1,439	234
African-American	63	59	62	75	98	127	64
American Indian	4	3	5	5	3	5	1
Asian/Pacific Islander	13	16	19	19	33	37	24
Hispanic	9	14	16	22	33	38	29
Subtotal: Known Minority	89	92	102	121	167	207	118
White	1,104	1,196	1,136	1,103	1,164	1,140	36
Nonresident Alien	12	11	11	22	9	8	(4)
Unknown	-	65	52	67	61	84	84
% Known Minority	7.4%	7.1%	8.2%	9.7%	12.5%	15.3%	132.6%
% Minority + Nonresident Alien	8.4%	7.9%	9.0%	11.5%	13.1%	15.9%	112.9%
% Unknown	-	4.8%	4.0%	5.1%	4.4%	5.8%	-
Total Masters	158	196	208	190	209	171	13
African-American	4	11	16	18	21	21	17
American Indian	-	-	1	1	1	-	-
Asian/Pacific Islander	3	2	2	-	3	1	(2)
Hispanic	-	-	2	-	3	2	2
Subtotal: Known Minority	7	13	21	19	28	24	17
White	145	162	164	151	161	137	(8)
Nonresident Alien	6	12	10	7	9	6	-
Unknown	-	9	13	13	11	4	4
% Known Minority	4.6%	7.4%	11.4%	11.2%	14.8%	14.9%	242.9%
% Minority + Nonresident Alien	8.2%	13.4%	15.9%	14.7%	18.7%	18.0%	130.8%
% Unknown	-	4.6%	6.3%	6.8%	5.3%	2.3%	-

Figure 2:

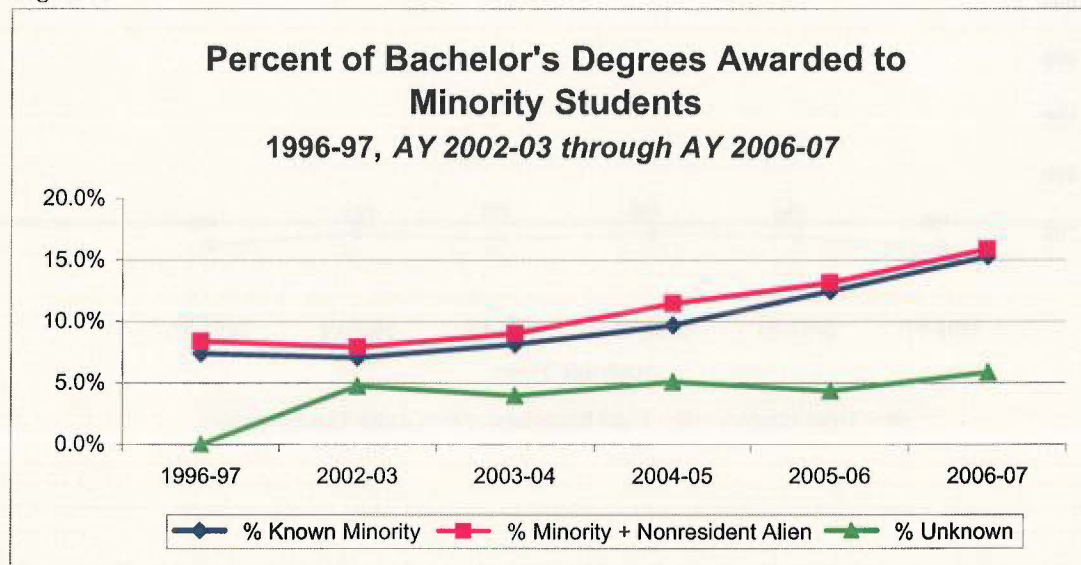


Table 1:

SU Academic Program Inventory: Sorted by CIP Code

Academic Program	CIP	CIP Groups	Degree Level*	Group Title	HEGIS
Environmental Issues	03.0104	3	B	Natural Resources and Conservation	4901.10
Communication Arts	09.0101	9	B	Communication, Journalism, & Related Programs	0601.00
Computer Science	11.0101	11	B	Computer and Information	0701.00
Information Systems	11.0401		B	Systems and Support Services	0702.00
Education	13.0101	13	M	Education	0801.00
Teaching & Learning with Technology	13.0101		C		0801.00
Educational Leadership	13.0401		M		0827.00
Elementary Education	13.1202		B		0802.00
Teaching (MAT)	13.1205		M		0803.12
Early Childhood Education	13.1210		B		0823.00
Health Education	13.1307		B		0837.00
Math Education	13.1311		M		0833.00
Math for Middle School Teachers	13.1311		C		1799.05
Physical Education	13.1314		B		0835.01
Reading Specialist	13.1315		M		0830.00
English for Speakers of Other Languages	13.1401		B		0801.16
Teaching English to Speaker of Other Lang.	13.1401		C		0801.16
French	16.0901	16	B	Foreign Languages,	1102.00
Spanish	16.0905		B	Literatures, and Linguistics	1105.00
English	23.0101	23	B,M	English Language and Literature/Letters	1501.00
Interdisciplinary Studies	24.0101	24	B	Liberal Arts and Sciences, General Studies and Humanities	4901.02
Biology	26.0101	26	B	Biological and Biomedical Sciences	0401.00
Environmental Health	26.1301		B		0420.01
Mathematics	27.0101	27	B	Mathematics and Statistics	1701.00
Conflict Resolution	30.0501	30	B,M	Multi/Interdisciplinary Studies	4999.25
International Studies	30.2001		B		4999.01
Exercise Science	31.0505	31	B	Parks, Recreation, Leisure, & Fitness Studies	0835.02
Philosophy	38.0101	38	B	Philosophy and Religious Studies	1509.01
Chemistry	40.0501	40	B	Physical Sciences	1905.00
Physics	40.0801		B		1902.00
Psychology	42.0101	42	B	Psychology	2001.01
Social Work	44.0701	44	B,M	Public Administration & Social Service Professions	2104.00
Economics	45.0601	45	B	Social Sciences	2204.00
Geographic Info Sys & Pub Admin	45.0701		M		2206.04
Geography	45.0701		B		2206.00
Political Science	45.1001		B		2207.00
Sociology	45.1101		B		2208.01
Theatre	50.0501	50	B	Visual and Performing Arts	1007.00
Art	50.0701		B		1001.00
Art (B.F.A.)	50.0702		B		1002.01
Music	50.0901		B		1005.00
Respiratory Therapy	51.0908	51	B	Health Professions and	1299.07
Athletic Training	51.0913		B	Related Clinical Sciences	0835.05
CLS/Medical Technology	51.1005		B		1223.01
Nursing	51.1601		B,M		1203.00
Applied Health Physiology	51.9999		M		0835.01
Health Care Management	51.9999		C		1201.01
Business Administration	52.0201	52	B,M	Business, Management,	0506.01
Management	52.0201		B	Marketing, and Related	0506.02
Accounting	52.0301		B	Support Services	0502.00
Finance	52.0801		B		0504.00
Marketing	52.1401		B		0509.00
History	54.0101	54	B,M	History	2205.00

*B=Bachelors , M=Masters, C=Post Baccalaureate Certificate

Baccalaureate Programs = 42

Master's Programs = 13

Certificate Programs = 4

Table 2: TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2007

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	2,166	1,272	3,438	114	3,552
45.0201	Anthropology	516	48	564	-	564
51.9999	Applied Health Physiology	-	3	3	162	165
50.0701	Art	2,610	1,524	4,134	4	4,138
51.0913	Athletic Training	93	228	321	-	321
26.0101	Biology	5,952	1,339	7,291	22	7,313
52.0201	Business Administration	189	198	387	64	451
40.0501	Chemistry	2,853	377	3,230	4	3,234
51.1005	CLS/Medical Technology	21	242	263	-	263
09.0101	Communication Arts	3,609	1,615	5,224	-	5,224
11.0101	Computer Science	671	179	850	-	850
30.0501	Conflict Analysis & Dispute Re.	852	387	1,239	-	1,239
50.0301	Dance	367	-	367	-	367
45.0601	Economics	1,737	327	2,064	87	2,151
13.1210	Education, Early Childhood	114	375	489	-	489
13.1202	Education, Elementary	-	2,265	2,265	-	2,265
13.0101	Education, General	450	1,095	1,545	618	2,163
13.1205	Education, Master of Arts in Teaching	-	-	-	108	108
13.1315	Education, Reading	-	-	-	156	156
13.1205	Education, Secondary	-	294	294	-	294
13.0401	Educational Leadership	-	-	-	285	285
23.0101	English	5,448	2,888	8,336	189	8,525
26.1301	Environmental Health	138	139	277	-	277
03-0104	Environmental Issues	-	15	15	-	15
31.0505	Exercise Science	282	1,256	1,538	8	1,546
52.0801	Finance	90	1,632	1,722	6	1,728
16.0901	French	168	105	273	-	273
24.0101	General Studies	39	209	248	60	308
45.0701	Geography	2,527	638	3,165	57	3,222
40.0601	Geology	-	-	-	-	-
16.0501	German	110	42	152	3	155
13.1307	Health	617	441	1,058	1	1,059
54.0101	History	6,480	1,758	8,238	135	8,373
	Honors	384	388	772	-	772
11.0401	Information Systems	1,558	1,278	2,836	108	2,944
24.0101	Interdisciplinary Studies	65	-	65	6	71
52.0201	Management	-	2,277	2,277	171	2,448
52.1401	Marketing	-	2,190	2,190	153	2,343
27.0101	Mathematics	5,426	588	6,014	94	6,108
16.0101	Modern Languages	162	-	162	-	162
50.0901	Music	1,258	179	1,437	-	1,437
50.0903	Music-Applied	224	121	345	5	350
51.1601	Nursing	-	2,081	2,081	148	2,229
38.0101	Philosophy	924	779	1,703	-	1,703
13.1314	Physical Education	2,733	430	3,163	3	3,166
13.1314	Physical Education, Teacher Education	595	369	964	-	964
40.0801	Physics	1,540	171	1,711	-	1,711
45.1001	Political Science	1,236	771	2,007	-	2,007
14.9999	Pre-engineering	18	-	18	-	18
42.0101	Psychology	1,809	4,082	5,891	-	5,891
51.0908	Respiratory Therapy	39	930	969	-	969
16.0402	Russian	66	-	66	-	66
13.1316	Science Education	-	-	-	-	-
45.0101	Social Science	-	6	6	-	6
44.0701	Social Work	144	1,487	1,631	1,210	2,841
45.1101	Sociology	1,038	612	1,650	-	1,650
16.0905	Spanish	657	507	1,164	3	1,167
50.0501	Theatre	580	84	664	-	664
TOTAL STUDENT CREDIT HOURS		58,555	40,221	98,776	3,984	102,760
<i>FTES by Course Level</i>						
GRAND TOTAL FTES		3,903.7	2,681.4	6,585.1	332.0	6,917.1
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.						
Proportion Day						81.0%
Proportion Night						15.6%
Proportion Unknown						3.4%

Table 3:

**DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2007**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,488	585	2,073	12	2,085
45.0201	Anthropology	168	48	216	-	216
51.9999	Applied Health Physiology	-	3	3	-	3
50.0701	Art	2,214	1,255	3,469	4	3,473
51.0913	Athletic Training	93	204	297	-	297
26.0101	Biology	5,284	1,252	6,536	4	6,540
52.0201	Business Administration	-	165	165	16	181
40.0501	Chemistry	2,700	356	3,056	4	3,060
51.1005	CLS/Medical Technology	21	239	260	-	260
09.0101	Communication Arts	3,047	1,159	4,206	-	4,206
11.0101	Computer Science	671	176	847	-	847
30.0501	Conflict Analysis & Dispute Re.	762	308	1,070	-	1,070
50.0301	Dance	367	-	367	-	367
45.0601	Economics	1,452	324	1,776	-	1,776
13.1210	Education, Early Childhood	114	153	267	-	267
13.1202	Education, Elementary	-	1,146	1,146	-	1,146
13.0101	Education, General	354	774	1,128	96	1,224
13.1205	Education, Master of Arts in Teaching	-	-	-	45	45
13.1315	Education, Reading	-	-	-	-	-
13.1205	Education, Secondary	-	147	147	-	147
13.0401	Educational Leadership	-	-	-	-	-
23.0101	English	3,978	2,194	6,172	84	6,256
26.1301	Environmental Health	138	130	268	-	268
03-0104	Environmental Issues	-	9	9	-	9
31.0505	Exercise Science	282	827	1,109	8	1,117
52.0801	Finance	90	1,212	1,302	3	1,305
16.0901	French	168	102	270	-	270
24.0101	General Studies	-	209	209	60	269
45.0701	Geography	2,527	581	3,108	-	3,108
40.0601	Geology	-	-	-	-	-
16.0501	German	108	42	150	3	153
13.1307	Health	617	249	866	1	867
54.0101	History	5,352	1,644	6,996	24	7,020
	Honors	384	360	744	-	744
11.0401	Information Systems	1,101	957	2,058	12	2,070
24.0101	Interdisciplinary Studies	64	-	64	6	70
52.0201	Management	-	1,803	1,803	18	1,821
52.1401	Marketing	-	1,494	1,494	6	1,500
27.0101	Mathematics	4,759	498	5,257	43	5,300
16.0101	Modern Languages	69	-	69	-	69
50.0901	Music	1,195	149	1,344	-	1,344
50.0903	Music-Applied	85	17	102	-	102
51.1601	Nursing	-	1,944	1,944	1	1,945
38.0101	Philosophy	784	768	1,552	-	1,552
13.1314	Physical Education	2,336	419	2,755	3	2,758
13.1314	Physical Education, Teacher Education	595	369	964	-	964
40.0801	Physics	1,540	171	1,711	-	1,711
45.1001	Political Science	1,128	729	1,857	-	1,857
14.9999	Pre-engineering	-	-	-	-	-
42.0101	Psychology	1,809	3,814	5,623	-	5,623
51.0908	Respiratory Therapy	39	929	968	-	968
16.0402	Russian	66	-	66	-	66
13.1316	Science Education	-	-	-	-	-
45.0101	Social Science	-	-	-	-	-
44.0701	Social Work	69	947	1,016	658	1,674
45.1101	Sociology	1,038	489	1,527	-	1,527
16.0905	Spanish	540	507	1,047	3	1,050
50.0501	Theatre	574	75	649	-	649
TOTAL STUDENT CREDIT HOURS		50,170	31,932	82,102	1,114	83,216
<i>FTES by Course Level</i>						
GRAND TOTAL FTES		3,344.7	2,128.8	5,473.5	92.8	5,566.3

For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion of Total SCH	81.0%
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Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2007**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	678	648	1,326	102	1,428
45.0201	Anthropology	348	-	348	-	348
51.9999	Applied Health Physiology	-	-	-	147	147
50.0701	Art	396	250	646	-	646
51.0913	Athletic Training	-	24	24	-	24
26.0101	Biology	668	-	668	18	686
52.0201	Business Administration	189	33	222	39	261
40.0501	Chemistry	152	-	152	-	152
09.0101	Communication Arts	516	339	855	-	855
30.0501	Conflict Analysis & Dispute Re.	90	-	90	-	90
45.0601	Economics	285	-	285	87	372
13.1210	Education, Early Childhood	-	66	66	-	66
13.1202	Education, Elementary	-	369	369	-	369
13.0101	Education, General	96	321	417	498	915
13.1205	Education, Master of Arts	-	-	-	57	57
13.1315	Education, Reading	-	-	-	156	156
13.1205	Education, Secondary	-	135	135	-	135
13.0401	Educational Leadership	-	-	-	285	285
23.0101	English	1,470	660	2,130	96	2,226
52.0801	Finance	-	420	420	3	423
24.0101	General Studies	38	-	38	-	38
45.0701	Geography	-	36	36	-	36
51.1199	Health	-	192	192	-	192
54.0101	History	1,128	102	1,230	96	1,326
11.0401	Information Systems	249	312	561	96	657
52.0201	Management	-	354	354	150	504
52.1401	Marketing	-	696	696	147	843
27.0101	Mathematics	667	64	731	51	782
16.0101	Modern Languages	93	-	93	-	93
50.0901	Music	63	30	93	-	93
50.0903	Music Applied	78	-	78	1	79
51.1601	Nursing	-	24	24	110	134
38.0101	Philosophy	140	-	140	-	140
13.1314	Physical Education	213	-	213	-	213
45.1001	Political Science	108	-	108	-	108
14.9999	Pre-engineering	18	-	18	-	18
42.0101	Psychology	-	186	186	-	186
44.0701	Social Work	75	327	402	297	699
45.1101	Sociology	-	111	111	-	111
16.0905	Spanish	117	-	117	-	117
TOTAL STUDENT CREDIT HOURS		7,875	5,699	13,574	2,436	16,010
<i>FTES by Course Level</i>						
FTES by Course Level		525.0	379.9	904.9	203.0	1,108

For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion of Total SCH	15.6%
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Table 5:

**Courses- Unknown Start Time - Student Credit Hours and FTES
by Discipline and Course Level: Fall 2007**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	-	39	39	-	39
51.9999	Applied Health Physiology	-	-	-	15	15
50.0701	Art	-	19	19	-	19
26.0101	Biology	-	87	87	-	87
52.0201	Business Administration	-	-	-	9	9
40.0501	Chemistry	1	21	22	-	22
51.1005	CLS/Medical Technology	-	3	3	-	3
09.0101	Communication Arts	46	117	163	-	163
11.0401	Computer Science	-	3	3	-	3
30.0501	Conflict Analysis & Dispute Re.	-	79	79	-	79
45.0601	Economics	-	3	3	-	3
13.1210	Education, Early Childhood	-	156	156	-	156
13.1202	Education, Elementary	-	750	750	-	750
13.0101	Education, General	-	-	-	24	24
13.1205	Education, Master of Arts	-	-	-	6	6
13.1205	Education, Secondary	-	12	12	-	12
23.0101	English	-	34	34	9	43
26.1301	Environmental Health	-	9	9	-	9
03.0104	Environmental Issues	-	6	6	-	6
31.0505	Exercise Science	-	429	429	-	429
16.0901	French	-	3	3	-	3
24.0101	General Studies	1	-	1	-	1
45.0701	Geography	-	21	21	57	78
16.0501	German	2	-	2	-	2
54.0101	History	-	12	12	15	27
	Honors	-	28	28	-	28
11.0401	Information Systems	208	9	217	-	217
24.0101	Interdisciplinary Studies	1	-	1	-	1
52.0201	Management	-	120	120	3	123
27.0101	Mathematics	-	26	26	-	26
50.0903	Music Applied	61	104	165	4	169
51.1601	Nursing	-	113	113	37	150
38.0101	Philosophy	-	11	11	-	11
13.1314	Physical Education	184	11	195	-	195
45.1001	Political Science	-	42	42	-	42
42.0101	Psychology	-	82	82	-	82
51.0908	Respiratory Therapy	-	1	1	-	1
24.0101	Social Science	-	6	6	-	6
44.0701	Social Work	-	213	213	255	468
45.1101	Sociology	-	12	12	-	12
50.0501	Theatre	6	9	15	-	15
TOTAL STUDENT CREDIT HOURS		510	2,590	3,100	434	3,534
<i>FTES by Course Level</i>						
FTES BY COURSE LEVEL		34.0	172.7	206.7	36.2	243

For FTES, divide by 15 at Lower and Upper levels, and by 12 for Graduate.

Proportion of Total SCH	3.4%
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Table 6: Total Student Credit Hours by School and Discipline: Fall Enrollment 1997, 2003-2007

Discipline	1997	2003	2004	2005	2006	2007	% Change 2003-2007 ¹	10-yr chng
Fulton School of Liberal Arts								
Anthropology	459	309	453	477	501	564	82.5%	105
Art	2,136	3,249	3,334	3,565	3,773	4,138	27.4%	2,002
Communication Arts	4,454	4,632	4,747	4,576	4,624	5,224	12.8%	770
Conflict Analysis & Dispute Res	-	561	576	621	826	1,239	120.9%	1,239
Dance	176	310	353	376	371	367	18.4%	191
English	6,183	6,705	6,751	6,747	7,944	8,525	27.1%	2,342
Environmental Issues	-	-	-	18	12	15	-	15
French	242	174	286	324	249	273	56.9%	31
German	128	114	122	141	123	155	36.0%	27
History	6,288	7,763	8,127	7,837	8,050	8,373	7.9%	2,085
Honors	-	414	371	469	432	772	86.5%	772
Interdisciplinary Studies	484	321	354	427	333	71	-77.9%	(413)
Modern Languages	33	72	102	108	129	162	125.0%	129
Music	867	538	744	1,120	1,247	1,437	167.1%	570
Music-Applied	287	300	252	261	309	350	16.7%	63
Philosophy	1,515	1,629	1,866	1,761	1,728	1,703	4.5%	188
Political Science	1,401	1,796	1,844	1,473	2,108	2,007	11.7%	606
Psychology	4,185	5,230	5,967	6,177	5,736	5,891	12.6%	1,706
Russian	33	36	69	78	45	66	83.3%	33
Social Science	3	9	6	6	3	6	-	3
Sociology	1,389	1,878	1,722	1,713	1,809	1,650	-12.1%	261
Spanish	772	1,068	1,221	1,289	1,320	1,167	9.3%	395
Theatre	-	645	881	708	638	664	2.9%	664
Fulton School Total	31,035	37,753	40,148	40,272	42,310	44,819	18.7%	13,784
Henson School of Science and Technology								
Applied Health Physiology	-	99	132	168	141	165	66.7%	165
Biology	6,424	6,228	6,662	7,018	7,258	7,313	17.4%	889
Chemistry	2,779	2,641	2,883	2,920	3,067	3,234	22.5%	455
CLS/Medical Technology	259	227	212	285	275	263	15.9%	4
Computer Science	918	1,587	1,047	885	777	850	-46.4%	(68)
Environmental Health	343	277	252	230	239	277	0.0%	(66)
Geography	2,568	3,008	2,927	3,244	3,574	3,222	7.1%	654
Geology	186	180	192	188	408	-	-	(186)
Mathematics	3,784	5,470	5,860	5,614	6,170	6,108	11.7%	2,324
Nursing	1,348	2,230	2,322	2,321	2,098	2,229	0.0%	881
Physics	1,395	1,530	1,258	1,443	1,438	1,711	11.8%	316
Pre-Engineering	21	18	33	42	21	18	-	(3)
Respiratory Therapy	584	390	612	812	899	969	148.5%	385
Henson School Total	20,609	23,885	24,392	25,170	26,365	26,359	10.4%	5,750
Perdue School of Business								
Accounting	1,713	2,511	2,799	2,856	3,597	3,552	41.5%	1,839
Business Administration	6,455	283	342	324	417	451	59.4%	(6,004)
Economics	1,119	1,615	1,686	1,539	2,073	2,151	33.2%	1,032
Finance	-	1,083	1,317	1,425	1,653	1,728	59.6%	1,728
Information Systems	953	2,446	2,391	2,429	2,631	2,944	20.4%	1,991
Management	-	2,117	2,256	2,445	2,511	2,448	15.6%	2,448
Marketing	-	1,831	1,857	1,791	2,040	2,343	28.0%	2,343
Perdue School Total	10,240	11,886	12,648	12,809	14,922	15,617	31.4%	5,377
Seidel School of Professional Studies								
Athletic Training	-	210	275	210	302	321	52.9%	321
Education, Early Childhood	-	84	306	468	444	489	482.1%	489
Education, Elementary	2,691	2,475	2,571	2,520	2,043	2,265	-8.5%	(426)
Education, General	3,747	2,407	2,497	2,400	2,430	2,163	-10.1%	(1,584)
Education, MA in Teaching	-	81	135	108	42	108	33.3%	108
Education, Reading	-	144	138	198	192	156	8.3%	156
Education, Secondary	393	327	384	312	363	294	-10.1%	(99)
Educational Leadership	-	129	126	141	156	285	120.9%	285
Exercise Science	-	219	318	696	759	1,546	605.9%	1,546
General Studies	162	33	-	44	150	308	833.3%	146
Health	273	543	641	756	951	1,059	95.0%	786
Leisure Studies	51	-	-	-	-	-	-	(51)
Military Science	32	-	3	5	-	-	-	(32)
Physical Education, Teacher Ed	-	402	372	477	482	964	139.8%	964
Physical Education	3,775	6,001	3,742	3,936	4,032	3,166	-47.2%	(609)
Science Education	80	-	-	-	-	-	-	(80)
Social Work	1,731	1,824	2,683	2,731	2,643	2,841	55.8%	1,110
Seidel School Total	12,935	14,879	14,191	15,002	14,989	15,965	7.3%	3,030
TOTALS	74,819	88,403	91,379	93,253	98,586	102,760	16.2%	28,833

¹Percent change is omitted for programs that have awarded 20 degrees or fewer in the last year.

NOTE: The programs in Public School Administration, Master of Arts in Teaching, and Physical Education, Teacher Education have been in existence longer than the years shown above. The student credit hours for these programs had been included with other Education programs previously. Similarly, Finance, Management and Marketing were formerly concentrations or tracks under Business Administration or Economics. They are now full degree programs.

Table 7:

Analysis of Annualized FTES, FY 1997 through Fall 2007

Full-Time Equivalent Students and Total Headcount by Course Level

AY 1996-1997 through AY 2007-2008						
Semester	Undergraduate			Graduate	Total FTES	Total Headcount
	Lower	Upper	Subtotal			
Fall 1996	2,749.3	1,988.8	4,738.1	238	4,976	5,947
Spring 1997	2,487.8	2,040.6	4,528.4	240	4,768	5,775
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
Annualized AY 1996-97	2,618.6	2,014.7	4,633.3	239	4,872	
Fall 1997	2,850.9	1,950.4	4,801.3	233	5,035	6,022
Spring 1998	2,545.2	2,032.0	4,577.2	215	4,792	5,711
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
Annualized AY 1997-98	2,698.1	1,991.2	4,689.3	224	4,914	
Fall 1998	3,017.4	1,909.7	4,927.1	195	5,122	6,080
Spring 1999	2,757.4	2,019.3	4,776.7	199	4,976	5,887
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
Annualized AY 1998-99	2,887.4	1,964.5	4,851.9	197	5,049	
Fall 1999	3,064.5	1,925.7	4,990.2	191	5,181	6,060
Spring 2000	2,721.2	2,176.2	4,897.4	187	5,084	5,926
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 1999-00	2,892.9	2,051.0	4,943.8	189	5,133	
Fall 2000	3,123.7	2,191.1	5,314.8	204	5,519	6,421
Spring 2001	2,956.2	2,284.9	5,241.1	204	5,445	6,244
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 2000-01	3,040.0	2,238.0	5,277.9	204	5,482	
Fall 2001	3,341.7	2,177.4	5,519.1	249	5,768	6,682
Spring 2002	3,047.6	2,323.4	5,371.0	238	5,609	6,434
Ratio, Fall to Spring	52.3/47.7	48.4/51.6	50.7/49.3	51.2/48.8	50.7/49.3	
Annualized AY 2001-02	3,194.7	2,250.4	5,445.1	244	5,689	
Fall 2002	3,398.3	2,298.7	5,697.1	288	5,985	6,851
Spring 2003	3,065.4	2,419.8	5,485.2	293	5,778	6,613
Ratio, Fall to Spring	52.6/47.4	48.7/51.3	50.9/49.1	49.5/50.5	50.9/49.1	
Annualized AY 2002-03	3,231.9	2,359.3	5,591.1	290	5,882	
Fall 2003	3,490.9	2,177.6	5,668.5	281	5,950	6,816
Spring 2004	3,106.6	2,412.9	5,519.5	290	5,809	6,598
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2003-04	3,298.8	2,295.3	5,594.0	286	5,880	
Fall 2004	3,438.3	2,421.3	5,859.6	290.5	6,150	6,942
Spring 2005	3,158.2	2,545.9	5,704.1	302.0	6,006	6,677
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2004-05	3,298.3	2,483.6	5,781.9	297	6,078	
Fall 2005	3,477.2	2,499.9	5,977.1	299.7	6,277	7,009
Spring 2006	3,254.1	2,548.1	5,802.2	297.3	6,100	6,786
Ratio, Fall to Spring	51.7/48.3	49.5/50.5	50.7/49.3	50.2/49.8	50.7/49.3	
Annualize AY 2005-06	3,365.7	2,524.0	5,889.7	298.5	6,188	
Fall 2006	3,911.3	2,426.9	6,338.2	292.8	6,631	7,383
Spring 2007	3,444.7	2,689.9	6,134.6	309.6	6,444	7,182
Ratio, Fall to Spring	53.2/46.8	47.4/52.6	50.8/49.2	48.6/51.4	50.7/49.3	
Annualize AY 2006-07	3,678.0	2,558.4	6,236.4	301.2	6,538	
Fall 2007	3,903.7	2,681.4	6,585.1	332.0	6,917	7,581
Spring 2008	3,621.3	2,784.0	6,405.3	335.8	6,741	
Ratio, Fall to Spring	51.9/48.1	49.1/50.9	50.7/49.3	49.7/50.3	50.6/49.4	
Annualize AY 2007-08	3,762.5	2,732.7	6,495.2	333.9	6,829	

Calculations prior to Fall 1995 include SCIs taken by SU students at UMES.

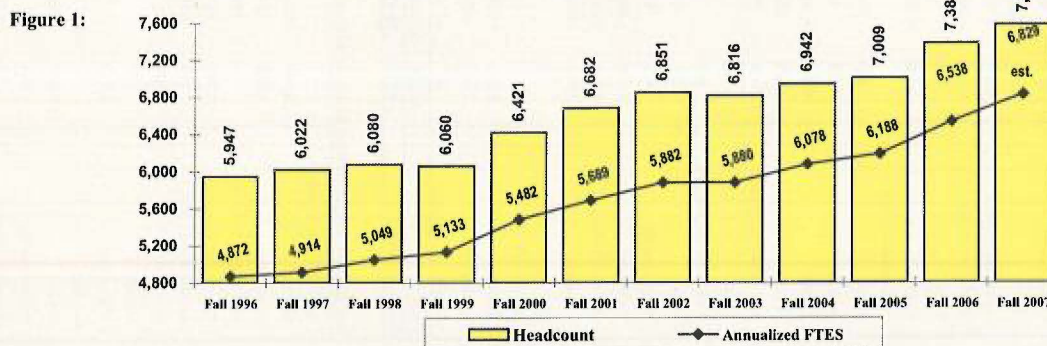
Total Headcount Versus Annual FTES
Fall 1996 to Fall 2007

Table 8: Annual Student Credit Hour Production by School, Discipline & Level, Academic Year 2002-03 through 2006-07

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Discipline	2002-03				2003-04				2004-05				2005-06				2006-07			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																				
Anthropology	765	72	-	837	567	132	-	699	660	105	-	765	720	129	-	849	834	123	-	957
Art	4,554	2,224	-	6,778	4,293	2,225	29	6,547	4,440	2,282	18	6,740	4,362	2,549	10	6,921	5,103	2,599	-	7,702
Communication Arts	6,589	3,174	-	9,763	6,552	2,964	-	9,516	6,387	3,161	-	9,548	6,521	3,192	-	9,713	6,325	2,903	-	9,228
Conflict Resolution	645	258	-	903	696	483	-	1,179	705	417	-	1,122	750	503	-	1,253	1,047	523	-	1,570
Dance	766	8	-	774	635	22	3	660	674	18	3	695	743	102	-	845	651	58	-	709
English	8,100	4,796	549	13,445	7,818	5,271	441	13,530	7,770	5,262	418	13,450	7,851	5,464	420	13,735	9,720	5,442	507	15,669
Environmental Issues	-	-	-	-	72	-	-	72	75	-	-	75	81	18	-	99	81	15	-	96
French	333	118	3	454	270	207	12	489	354	157	3	514	351	198	3	552	333	144	-	477
German	130	54	-	184	157	49	-	206	147	45	-	192	163	69	-	232	148	42	-	190
History	10,608	4,266	285	15,159	10,755	3,998	273	15,026	11,274	3,873	214	15,361	11,025	3,539	253	14,817	12,324	2,981	232	15,537
Honors	462	303	-	765	495	273	-	768	456	224	-	680	609	215	-	824	699	141	-	840
Interdisciplinary Studies	885	21	-	906	600	9	82	691	703	30	9	742	835	-	-	835	539	-	-	539
Latin	90	-	-	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Modern Foreign Language	279	-	-	279	213	-	-	213	279	-	-	279	237	-	-	237	264	-	-	264
Music	752	113	-	865	885	269	-	1,154	1,443	330	8	1,781	1,891	279	-	2,170	2,084	301	-	2,385
Music, Applied	409	181	9	599	410	169	14	593	338	125	5	468	357	162	5	524	456	174	9	639
Philosophy	2,148	1,390	-	3,538	1,677	1,423	-	3,100	2,202	1,350	-	3,552	1,953	1,341	-	3,294	2,112	1,371	-	3,483
Political Science	1,818	1,232	-	3,050	2,079	1,454	-	3,533	2,406	1,278	-	3,684	1,659	1,530	-	3,189	2,502	1,369	-	3,871
Psychology	3,201	7,460	9	10,670	3,339	7,125	-	10,464	3,591	7,682	-	11,273	3,627	8,624	-	12,251	3,786	7,752	-	11,538
Russian	69	-	-	69	57	-	-	57	99	-	-	99	84	-	-	84	45	-	-	45
Social Science	-	27	-	27	-	24	-	24	-	33	-	33	-	15	-	15	-	15	-	15
Sociology	2,238	1,036	-	3,274	2,295	1,269	3	3,567	2,223	1,132	-	3,355	2,196	1,125	9	3,330	2,121	1,298	-	3,419
Spanish	1,302	879	1	2,182	1,050	1,014	3	2,067	1,323	1,047	9	2,379	1,269	1,079	-	2,348	1,311	1,182	-	2,493
Theatre	867	334	-	1,201	1,015	335	13	1,363	1,013	449	12	1,474	975	305	6	1,286	789	416	-	1,205
Totals	47,010	27,946	856	75,812	45,930	28,715	873	75,518	48,562	29,000	699	78,261	48,259	30,438	706	79,403	53,274	28,849	748	82,871
Percent of Total	48.6%	39.5%	12.8%	43.5%	46.4%	41.7%	12.8%	43.2%	49.1%	38.9%	10.2%	43.4%	47.8%	40.2%	10.3%	43.3%	48.3%	37.6%	10.3%	42.6%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Applied Health Physiology	-	-	288	288	-	-	207	207	-	-	252	252	-	-	327	327	-	6	279	285
Biology	9,101	3,079	42	12,222	9,404	2,737	46	12,187	9,979	3,062	124	13,165	10,265	3,060	45	13,370	10,678	3,190	79	13,947
Chemistry	4,839	559	-	5,398	4,730	532	4	5,266	5,133	535	24	5,692	5,117	488	-	5,605	5,368	584	16	5,968
CLS/Medical Technology	49	329	-	378	75	439	174	688	61	489	-	550	36	535	-	571	53	565	-	618
Computer Science	1,787	549	-	2,336	2,203	247	-	2,450	1,412	594	-	2,006	1,142	531	-	1,673	1,143	401	-	1,544
Environmental Health	219	329	-	548	189	410	-	599	225	278	2	505	234	209	-	443	234	283	-	517
Geography	4,548	721	-	5,269	4,990	891	6	5,887	4,596	994	-	5,590	5,717	854	-	6,571	5,465	975	-	6,440
Geology	672	-	-	672	372	-	-	372	392	57	-	449	388	45	-	433	808	57	-	865
Mathematics	8,570	1,317	228	10,115	9,216	1,207	184	10,607	9,497	1,410	239	11,146	9,346	1,310	139	10,795	10,279	1,146	175	11,600
Nursing	-	3,577	276	3,853	-	4,052	216	4,268	-	4,188	305	4,493	-	4,062	148	4,210	-	3,766	189	3,955
Physics	2,505	498	-	3,003	2,484	397	18	2,899	2,348	427	21	2,796	2,330	436	-	2,766	2,264	307	-	2,571
Pre-engineering	120	-	-	120	75	15	-	90	108	-	-	108	135	-	-	135	66	-	-	66
Respiratory Therapy	39	597	-	636	-	844	-	844	90	1,046	-	1,136	129	1,403	3	1,535	141	1,580	-	1,721
Totals	32,449	11,555	546	44,550	33,738	11,771	648	46,157	33,841	13,080	715	47,636	34,839	12,933	335	48,107	36,499	12,860	738	49,812
Percent of Total	33.5%	16.3%	8.2%	25.6%	34.1%	17.1%	9.5%	26.4%	34.2%	17.6%	10.4%	26.4%	34.5%	17.1%	4.9%	26.2%	33.1%	16.8%	10.2%	25.6%

Source: Credit Hour Production- Summary by Discipline

Table 8 cont. Annual Student Credit Hour Production by School, Discipline, & Level cont.

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Discipline	2002-03				2003-04				2004-05				2005-06				2006-07			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																				
Accounting	3,090	1,467	195	4,752	3,153	1,488	162	4,803	3,141	2,067	186	5,394	3,528	1,824	192	5,544	4,347	2,208	225	6,780
Business Administration	795	551	217	1,563	345	220	60	625	363	339	42	744	327	317	45	689	366	285	24	675
Economics	2,787	243	180	3,210	2,676	349	150	3,175	2,538	426	141	3,105	2,796	351	138	3,285	3,279	577	162	4,018
Finance	168	2,040	108	2,316	195	1,878	111	2,184	219	2,370	108	2,697	213	2,580	96	2,889	258	3,111	108	3,477
Information Systems	2,340	2,383	168	4,891	2,504	2,269	221	4,994	2,394	2,226	165	4,785	2,791	2,010	186	4,987	3,338	2,072	180	5,590
Management	-	4,011	285	4,296	-	4,001	423	4,424	-	4,359	354	4,713	-	4,461	438	4,899	-	5,157	420	5,577
Marketing	-	3,417	327	3,744	-	3,368	233	3,601	-	3,360	186	3,546	-	3,246	138	3,384	-	3,897	225	4,122
Totals	9,180	14,112	1,480	24,772	8,873	13,573	1,360	23,806	8,655	15,147	1,182	24,984	9,655	14,789	1,233	25,677	11,588	17,307	1,344	30,239
Percent of Total	9.5%	19.9%	22.1%	14.2%	9.0%	19.7%	19.9%	13.6%	8.7%	20.3%	17.2%	13.9%	9.6%	19.5%	18.0%	14.0%	10.5%	22.5%	18.6%	15.6%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Athletic Trainer	-	376	3	379	187	275	-	462	176	401	-	577	72	349	-	421	228	326	-	554
Early Childhood Education	48	48	-	96	84	132	-	216	189	474	-	663	189	789	-	978	207	663	-	870
Education, Elementary	-	6,567	-	6,567	-	5,145	-	5,145	-	5,139	-	5,139	-	5,094	3	5,097	-	4,527	9	4,536
Education, General	1,095	2,589	1,606	5,290	1,026	2,349	1,513	4,888	927	2,572	1,406	4,905	756	2,343	1,401	4,500	918	2,320	1,381	4,619
Education, Master of Arts	-	-	231	231	-	-	252	252	-	-	447	447	-	-	309	309	-	-	264	264
Education, Reading	-	-	270	270	-	-	306	306	-	-	273	273	-	-	381	381	-	-	348	348
Education, Science	-	-	-	-	-	-	-	-	-	-	-	-	-	804	3	807	-	-	-	-
Education, Secondary	-	1,581	-	1,581	-	1,305	6	1,311	-	1,530	3	1,533	-	306	6	312	-	1,152	-	1,152
Educational Leadership	-	-	288	288	-	-	207	207	-	-	246	246	-	-	261	261	-	-	321	321
Exercise Science	105	611	-	716	105	387	-	492	201	699	-	900	276	1,350	-	1,626	351	1,608	-	1,959
General Studies	66	471	5	542	33	-	-	33	32	-	-	32	82	-	-	82	78	344	63	485
Health	828	423	-	1,251	788	603	-	1,391	798	630	1	1,429	728	825	-	1,553	896	1,041	-	1,937
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	-	22	-	22	-	6	-	6	-	6	-	6	-	5	-	5	-	-	-	-
Phys. Educ., Teacher Ed.	-	-	-	-	-	856	-	856	-	920	3	923	-	1,098	7	1,105	-	1,171	-	1,171
Physical Education	5,503	2,034	3	7,540	7,610	1,798	6	9,414	5,254	1,825	2	7,081	5,745	1,842	27	7,614	5,986	1,687	7	7,680
Social Work	477	2,444	1,396	4,317	588	1,943	1,649	4,180	312	3,085	1,880	5,277	369	2,756	2,164	5,289	315	2,897	2,005	5,217
Totals	8,122	17,166	3,802	29,090	10,421	14,799	3,939	29,159	7,889	17,281	4,261	29,431	8,217	17,561	4,562	30,340	8,979	17,736	4,398	31,113
Percent of Total	8.4%	24.3%	56.9%	16.7%	10.5%	21.5%	57.8%	16.7%	8.0%	23.2%	62.1%	16.3%	8.1%	23.2%	66.7%	16.5%	8.1%	23.1%	60.8%	16.0%
Grand Totals	96,761	70,779	6,684	174,224	98,962	68,858	6,820	174,640	98,947	74,508	6,857	180,312	100,970	75,721	6,836	183,527	110,340	76,752	7,228	194,320

LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

NOTES:

Beginning with AY 2000-2001 reporting, the SCH generated by

Table 9: Annual Student Credit Hour Production by School, Discipline, and Semester, 2002-03 through 2006-07

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Discipline	2002-03			2003-04			2004-05			2005-06			2006-07		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS															
Anthropology	480	357	837	309	390	699	453	312	765	477	372	849	501	456	957
Art	3,391	3,387	6,778	3,249	3,298	6,547	3,334	3,406	6,740	3,565	3,356	6,921	3,773	3,929	7,702
Communication Arts	4,969	4,794	9,763	4,632	4,884	9,516	4,747	4,801	9,548	4,576	5,137	9,713	4,624	4,604	9,228
Conflict Resolution	396	507	903	561	618	1,179	576	546	1,122	621	632	1,253	826	744	1,570
Dance	366	408	774	310	350	660	353	342	695	376	469	845	371	338	709
English	6,744	6,701	13,445	6,705	6,825	13,530	6,751	6,699	13,450	6,747	6,988	13,735	7,944	7,725	15,669
Environmental Issues	-	-	-	-	72	72	-	75	75	18	81	99	12	84	96
French	229	225	454	183	306	489	286	228	514	324	228	552	249	228	477
German	131	53	184	114	92	206	122	70	192	141	91	232	123	67	190
History	7,863	7,296	15,159	7,763	7,263	15,026	8,127	7,234	15,361	7,837	6,980	14,817	8,050	7,487	15,537
Honors	379	386	765	414	354	768	371	309	680	469	355	824	432	408	840
Interdisciplinary Studies	509	397	906	321	370	691	354	388	742	427	408	835	333	206	539
Latin	75	15	90	-	-	-	-	-	-	-	-	-	-	-	-
Modern Foreign Language	180	99	279	72	141	213	102	177	279	108	129	237	129	135	264
Music	471	394	865	538	616	1,154	744	1,037	1,781	1,120	1,050	2,170	1,247	1,138	2,385
Music, Applied	320	279	599	300	293	593	252	216	468	261	263	524	309	330	639
Philosophy	1,872	1,666	3,538	1,629	1,471	3,100	1,866	1,686	3,552	1,761	1,533	3,294	1,728	1,755	3,483
Political Science	1,597	1,453	3,050	1,796	1,737	3,533	1,844	1,840	3,684	1,473	1,716	3,189	2,108	1,763	3,871
Psychology	5,027	5,643	10,670	5,230	5,234	10,464	5,967	5,306	11,273	6,177	6,074	12,251	5,736	5,802	11,538
Russian	54	15	69	36	21	57	69	30	99	78	6	84	45	-	45
Social Science	9	18	27	9	15	24	6	27	33	6	9	15	3	12	15
Sociology	1,770	1,504	3,274	1,878	1,689	3,567	1,722	1,633	3,355	1,713	1,617	3,330	1,809	1,610	3,419
Spanish	1,107	1,075	2,182	1,068	999	2,067	1,221	1,158	2,379	1,289	1,059	2,348	1,320	1,173	2,493
Theatre	597	604	1,201	645	718	1,363	881	593	1,474	708	578	1,286	638	567	1,205
Totals	38,536	37,276	75,812	37,762	37,756	75,518	40,148	38,113	78,261	40,272	39,131	79,403	42,310	40,561	82,871
Percent of Total	43.4%	43.7%	43.5%	42.8%	43.8%	43.3%	44.0%	42.8%	43.4%	43.3%	43.3%	43.3%	42.9%	42.4%	42.6%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Applied Health Physiology	138	150	288	99	108	207	132	120	252	168	159	327	141	144	285
Biology	6,274	5,948	12,222	6,228	5,959	12,187	6,662	6,503	13,165	7,018	6,352	13,370	7,258	6,689	13,947
Chemistry	2,818	2,580	5,398	2,641	2,625	5,266	2,883	2,809	5,692	2,920	2,685	5,605	3,067	2,901	5,968
CLS/Medical Technology	161	217	378	227	287	514	212	338	550	285	286	571	275	343	618
Computer Science	1,162	1,174	2,336	1,587	863	2,450	1,047	959	2,006	885	788	1,673	777	767	1,544
Environmental Health	269	279	548	277	322	599	252	253	505	230	213	443	239	278	517
Geography	2,712	2,557	5,269	3,008	2,879	5,887	2,927	2,663	5,590	3,244	3,327	6,571	3,574	2,866	6,440
Geology	280	392	672	180	192	372	192	257	449	188	245	433	408	457	865
Mathematics	5,281	4,834	10,115	5,470	5,137	10,607	5,860	5,286	11,146	5,614	5,181	10,795	6,170	5,430	11,600
Nursing	1,972	1,881	3,853	2,230	2,038	4,268	2,322	2,171	4,493	2,321	1,889	4,210	2,098	1,857	3,955
Physics	1,491	1,512	3,003	1,530	1,369	2,899	1,258	1,538	2,796	1,443	1,323	2,766	1,438	1,133	2,571
Pre-engineering	39	81	120	18	72	90	33	75	108	42	93	135	21	45	66
Respiratory Therapy	279	357	636	390	454	844	612	524	1,136	812	723	1,535	899	822	1,721
Totals	22,738	21,812	44,550	23,786	22,197	45,983	24,260	23,376	47,636	25,002	23,105	48,107	26,365	23,732	50,097
Percent of Total	25.6%	25.6%	25.6%	26.9%	25.8%	26.4%	26.6%	26.2%	26.4%	26.9%	25.5%	26.2%	26.7%	24.8%	25.8%

Source: Credit Hour Production- Summary by Discipline

Annual Student Credit Hour by School, Discipline, and Semester cont.

Table 9 cont.

Page 2 of 2

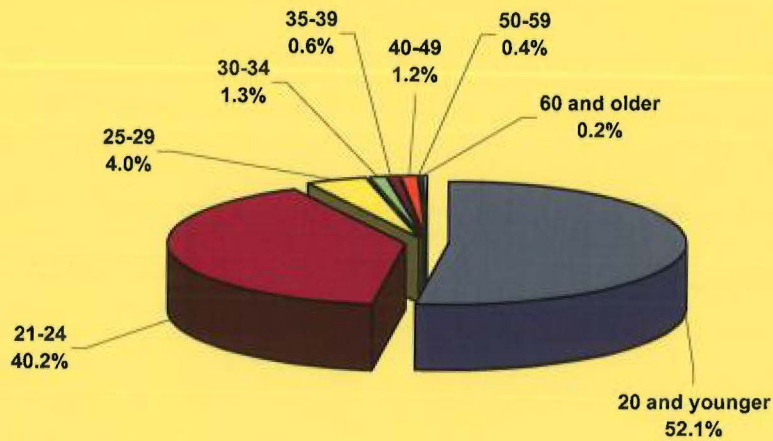
Discipline	2002-03			2003-04			2004-05			2005-06			2006-07		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS															
Accounting	2,436	2,316	4,752	2,511	2,292	4,803	2,799	2,595	5,394	2,856	2,688	5,544	3,597	3,183	6,780
Business Administration	993	570	1,563	283	342	625	342	402	744	324	365	689	417	258	675
Economics	1,704	1,506	3,210	1,615	1,560	3,175	1,686	1,419	3,105	1,539	1,746	3,285	2,073	1,945	4,018
Finance	1,170	1,146	2,316	1,074	1,110	2,184	1,317	1,380	2,697	1,425	1,464	2,889	1,653	1,824	3,477
Information Systems	2,351	2,540	4,891	2,446	2,548	4,994	2,391	2,394	4,785	2,429	2,558	4,987	2,631	2,959	5,590
Management	1,818	2,478	4,296	2,117	2,307	4,424	2,256	2,457	4,713	2,445	2,454	4,899	2,511	3,066	5,577
Marketing	1,935	1,809	3,744	1,831	1,770	3,601	1,857	1,689	3,546	1,791	1,593	3,384	2,040	2,082	4,122
Totals	12,407	12,365	24,772	11,877	11,929	23,806	12,648	12,336	24,984	12,809	12,868	25,677	14,922	15,317	30,239
Percent of Total	14.0%	14.5%	14.2%	13.5%	13.8%	13.6%	13.9%	13.9%	13.9%	13.8%	14.2%	14.0%	15.1%	16.0%	15.6%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Athletic Trainer	376	3	379	210	252	462	275	302	577	210	211	421	302	252	554
Early Childhood Education	48	48	96	84	132	216	306	357	663	468	510	978	444	426	870
Educational Leadership	147	141	288	129	78	207	126	120	246	141	120	261	156	165	321
Education, Elementary	3,501	3,066	6,567	2,475	2,670	5,145	2,571	2,568	5,139	2,520	2,577	5,097	2,043	2,493	4,536
Education, General	2,750	2,540	5,290	2,407	2,481	4,888	2,497	2,408	4,905	2,400	2,100	4,500	2,430	2,189	4,619
Education, Master of Arts	66	165	231	81	171	252	135	312	447	108	201	309	42	222	264
Education, Reading	135	135	270	144	162	306	138	135	273	198	183	381	192	156	348
Education, Science	-	-	-	-	-	-	-	-	-	-	807	807	-	-	-
Education, Secondary	507	1,074	1,581	327	984	1,311	384	1,149	1,533	312	-	312	363	789	1,152
Exercise Science	345	371	716	219	273	492	318	582	900	696	930	1,626	759	1,200	1,959
General Studies	319	223	542	33	-	33	-	32	32	44	38	82	150	335	485
Health	504	747	1,251	543	848	1,391	641	788	1,429	756	797	1,553	951	986	1,937
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	10	12	22	-	6	6	3	3	6	5	-	5	-	-	-
Physical Education	4,329	3,211	7,540	6,001	3,413	9,414	3,742	3,339	7,081	3,936	3,678	7,614	4,032	3,648	7,680
PE, Teacher Ed.	-	-	-	402	454	856	372	551	923	477	628	1,105	482	689	1,171
Social Work	2,176	2,141	4,317	1,824	2,356	4,180	2,683	2,594	5,277	2,731	2,558	5,289	2,643	2,574	5,217
Totals	15,213	13,877	29,090	14,879	14,280	29,159	14,191	15,240	29,431	15,002	15,338	30,340	14,989	16,124	31,113
Percent of Total	17.1%	16.3%	16.7%	16.8%	16.6%	16.7%	15.6%	17.1%	16.3%	16.1%	17.0%	16.5%	15.2%	16.8%	16.0%
Grand Totals	88,894	85,330	174,224	88,304	86,162	174,466	91,247	89,065	180,312	93,085	90,442	183,527	98,586	95,734	194,320

LD=100 & 200 level; UD=300 & 400 level; Grad=400G & above.

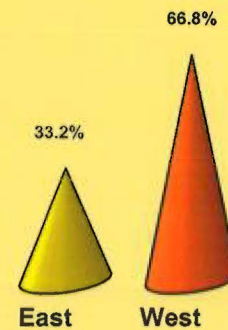
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Undergraduate Enrollment & Demographics

Undergraduate Age Distribution: Fall 2007



Fall 2007 Total MD
UG Residents:
Eastern/Western Shores



Undergraduate Enrollment by Sex: Fall 1997, 2003-2007

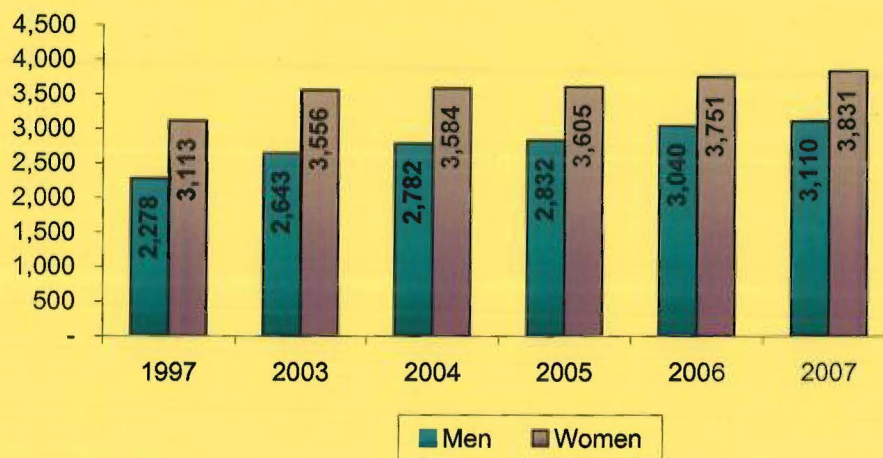


Table 1:

Total UNDERGRADUATE Enrollment: 1997, 2003 - 2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	5,391	6,199	6,366	6,437	6,791	6,941	1,550
% Annual Growth	1.8%	-0.1%	2.7%	1.1%	5.5%	2.2%	28.8%
Total Men	2,278	2,643	2,782	2,832	3,040	3,110	832
% Men	42.3%	42.6%	43.7%	44.0%	44.8%	44.8%	37%
Total Women	3,113	3,556	3,584	3,605	3,751	3,831	718
% Women	57.7%	57.4%	56.3%	56.0%	55.2%	55.2%	23%
F.T.E.S.	4,801	5,668	5,860	5,977	6,338	6,585	1,784
% Annual Growth	1.3%	-0.5%	3.4%	2.0%	6.0%	3.9%	37%
Full-Time Students	4,466	5,434	5,648	5,798	6,117	6,357	1,891
Men	1,931	2,332	2,466	2,546	2,745	2,845	914
Women	2,535	3,102	3,182	3,252	3,372	3,512	977
% Full-Time	82.8%	87.7%	88.7%	90.1%	90.1%	91.6%	42%
Average Age, FT Students	N/A	20.7	20.8	20.8	20.7	20.7	
Part-Time Students	925	765	718	639	674	584	(341)
Men	347	311	316	286	295	265	(82)
Women	578	454	402	353	379	319	(259)
% Part-Time	17.2%	12.3%	11.3%	9.9%	9.9%	8.4%	-37%
Average Age, PT Students	N/A	27.0	26.7	26.9	26.9	27.4	
Average Student Age	N/A	21.5	21.4	21.4	21.3	21.3	

Figure 1:

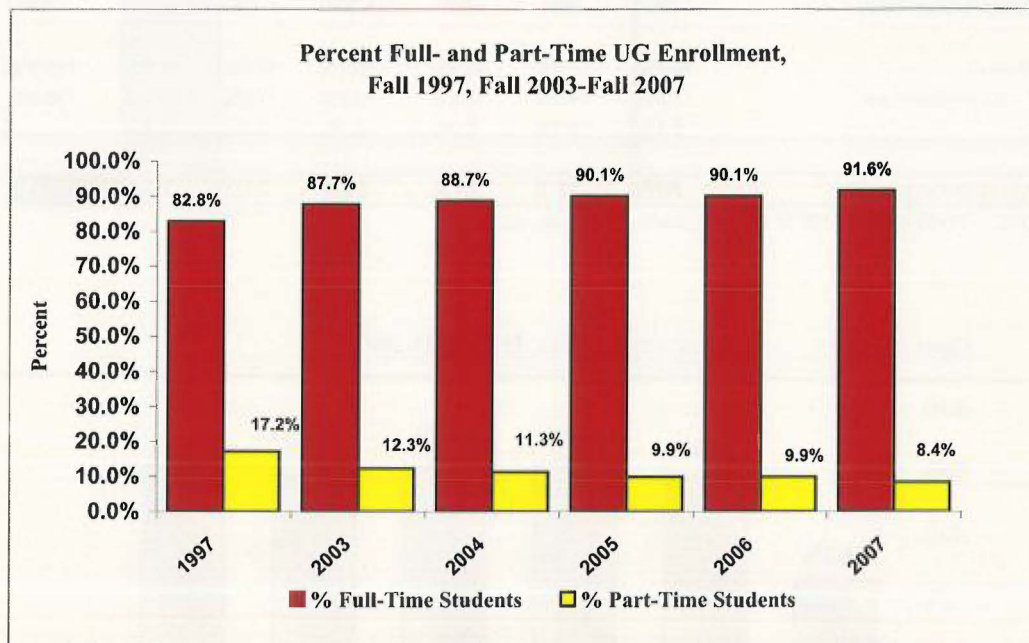


Table 2:

Total Undergraduate Demographics: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	5,391	6,199	6,366	6,437	6,791	6,941	1,550
Total Residing on Campus	1,709	1,669	1,704	1,690	1,700	1,730	21
Total Commuters	4,351	4,530	4,662	4,747	5,091	5,211	860
% Residing On Campus	31.7%	26.9%	26.8%	26.3%	25.0%	24.9%	
MD Residents	4,129	5,255	5,457	5,525	5,824	5,931	1,802
% MD Residents	76.6%	84.8%	85.7%	85.8%	85.8%	85.4%	44%
Out-of-State	1,229	891	876	875	921	967	(262)
Nonresident Alien	31	52	31	34	43	43	12
Other ¹	2	1	2	3	3	-	(2)
African-American	421	507	621	645	721	782	361
American Indian	16	20	20	20	26	40	24
Asian/Pacific Islander	76	161	167	167	173	191	115
Hispanic	49	124	146	160	175	169	120
Nonresident Alien	31	52	31	34	43	41	10
White	4,792	4,922	5,019	5,110	5,406	5,565	773
Unknown	6	413	362	301	247	153	147
Total	5,391	6,199	6,366	6,437	6,791	6,941	1,550
Total Known Minority	562	812	954	992	1,095	1,182	620
Total Known Min + NRA	593	864	985	1,026	1,138	1,223	630
Known Minority	10.4%	14.0%	15.9%	16.2%	16.7%	17.4%	110.3%
Minority + Nonresident Alien	11.0%	14.9%	16.4%	16.7%	17.4%	18.0%	106.2%
Unknown	0.1%	6.7%	5.7%	4.7%	3.6%	2.2%	-
Average Age of all students	N/A	21.5	21.4	21.4	21.3	21.3	

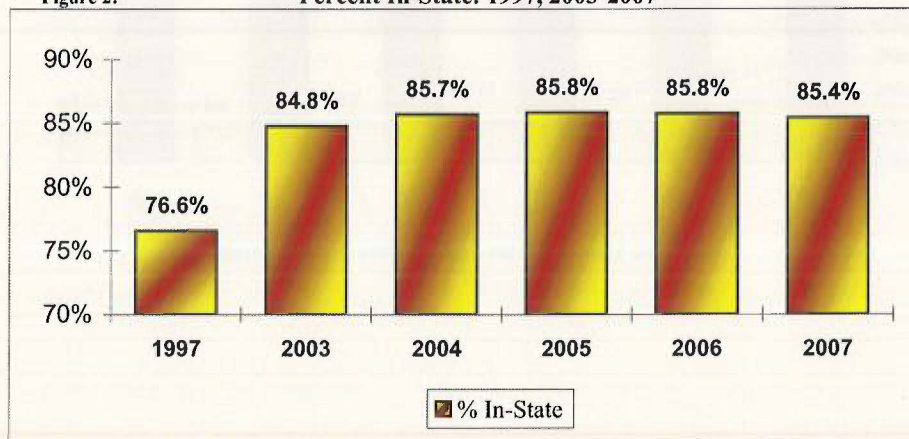
NOTES: ¹Students with "OTHER" residence detailed on Glossary page.**Figure 2: Percent In-State: 1997, 2003-2007**

Figure 2.1

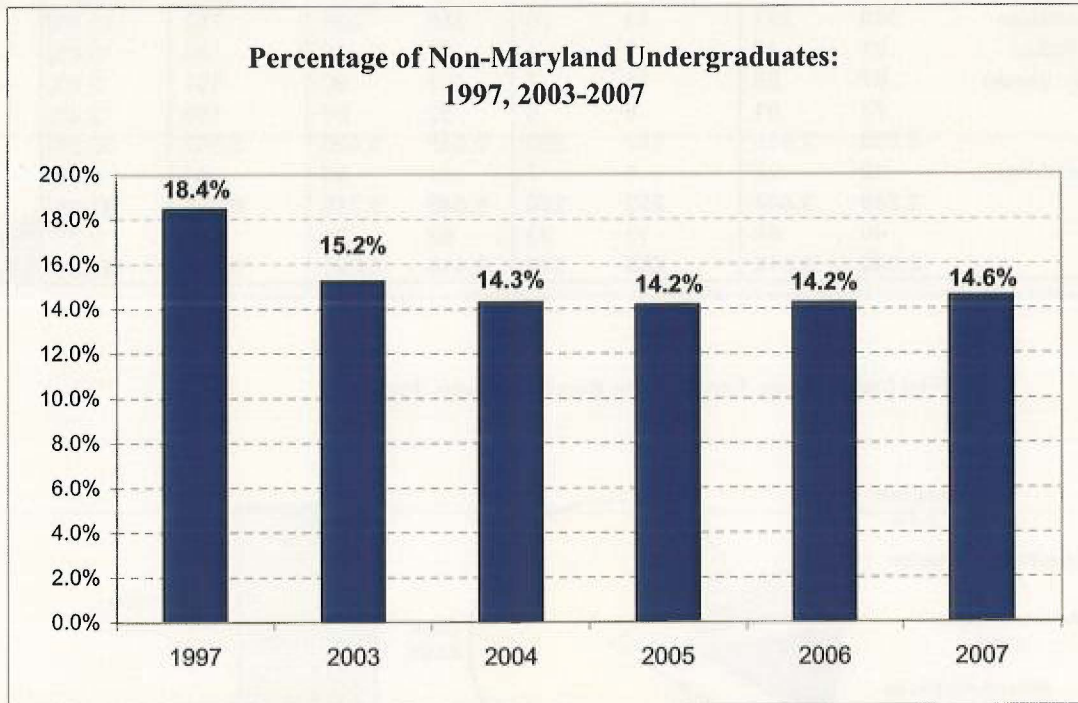


Figure 2.2

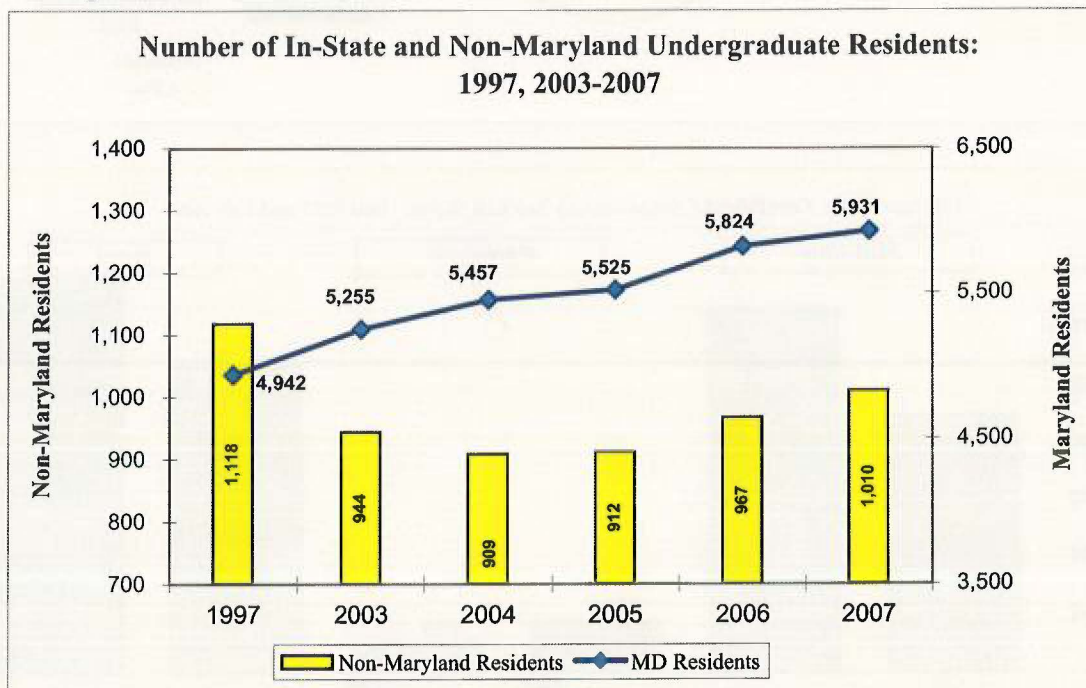


Table 3: Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2007

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	343	321	43	75	386	396	782	11.3%	11.5%
American Indian	21	17	1	1	22	18	40	0.6%	0.6%
Asian/Pacific Islander	87	83	14	7	101	90	191	2.8%	2.8%
Hispanic	77	81	6	5	83	86	169	2.4%	2.5%
White	2,258	2,915	187	205	2,445	3,120	5,565	80.2%	82.0%
Nonresident Alien	10	27	1	3	11	30	41	0.6%	0.6%
Subtotal	2,796	3,444	252	296	3,048	3,740	6,788	97.8%	100.0%
Unknown	49	68	13	23	62	91	153	2.2%	
TOTAL	2,845	3,512	265	319	3,110	3,831	6,941	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 3: Total Undergraduate Enrollment by Race & Ethnicity: Fall 2007

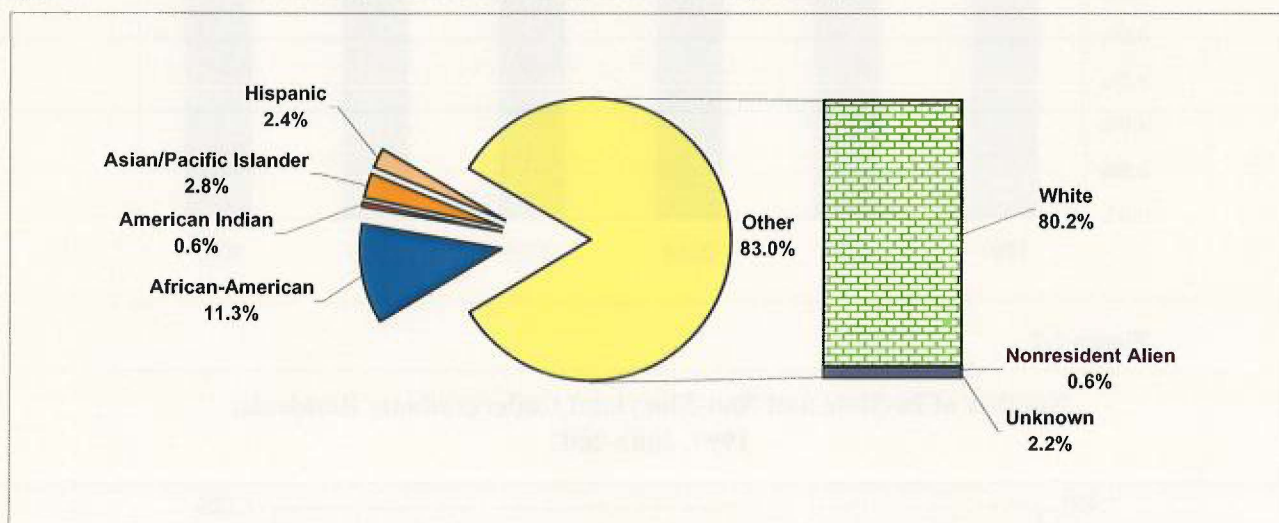
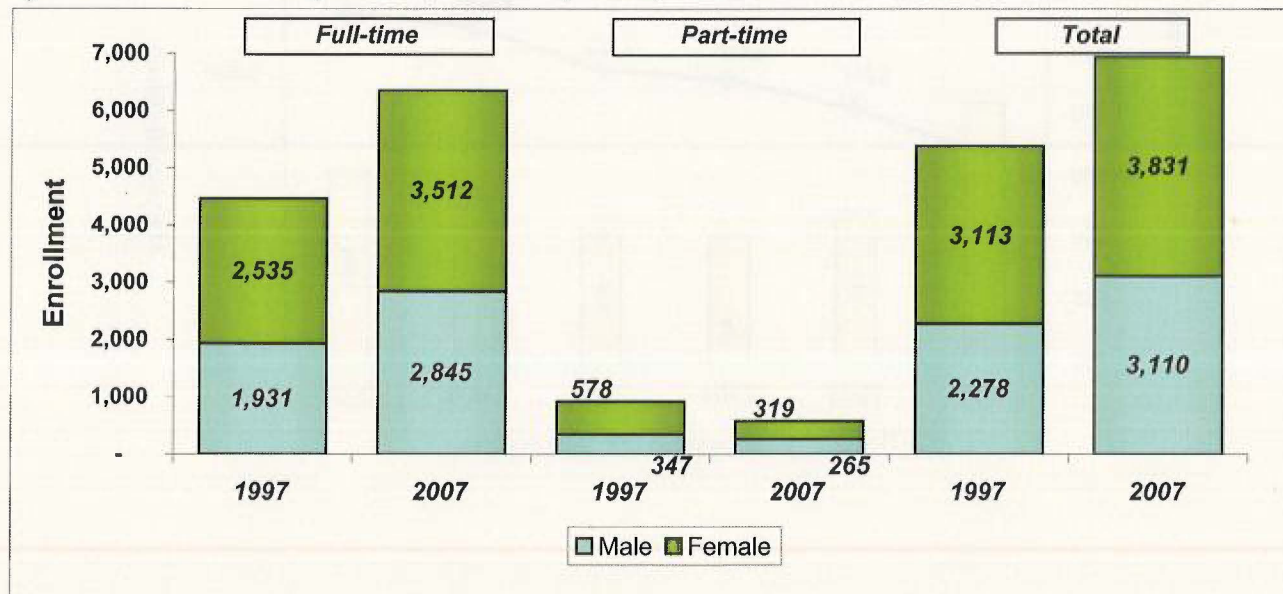


Figure 4: Undergraduate Enrollment Comparison by Sex and Status: Fall 1997 and Fall 2007



Source: Fall EIS File

Figure 5:

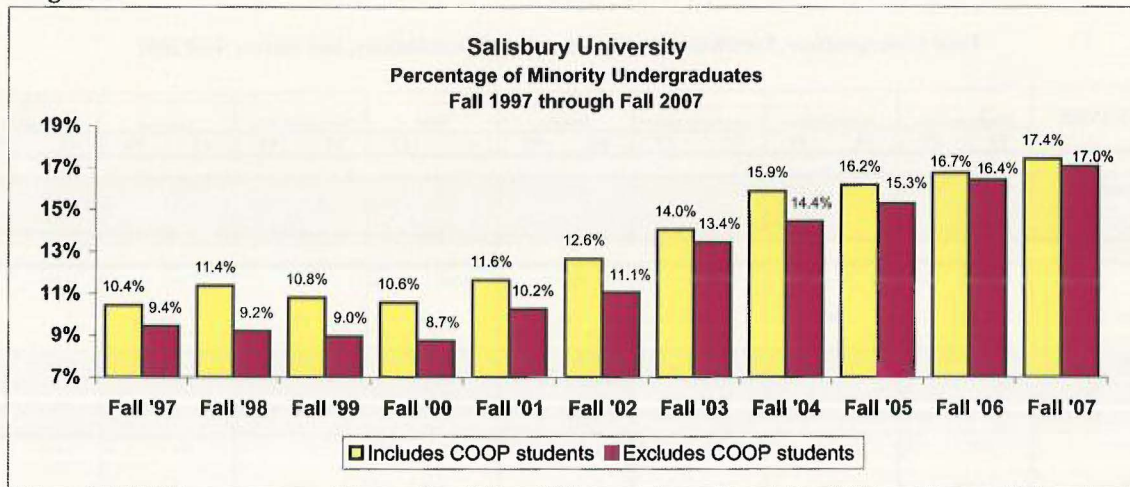


Figure 6:

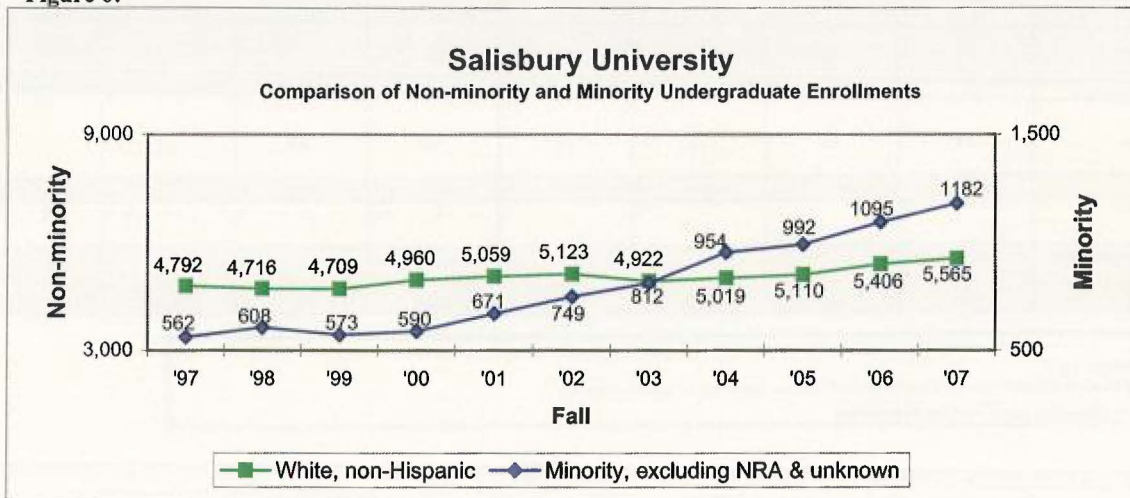


Figure 7:

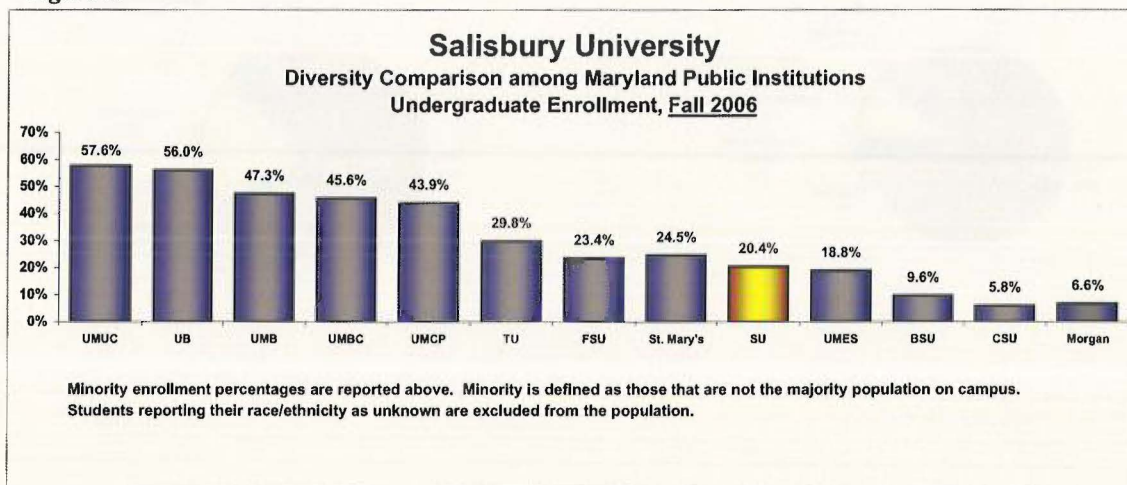


Table 4:

Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2007

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students ¹	129	-	10	-	42	-	29	-	927	7	1	-	5	-	1,143	7	1,150
%	11.3		0.9		3.7		2.5		81.6		0.0		0.4				
Undergraduates																	
Freshmen	229	3	16	-	60	1	50	-	1,362	26	3	-	11	-	1,731	30	1,761
%	13.3		0.9		3.5		2.9		79.3		0.0		0.6				
Sophomores	182	14	9	-	43	2	42	-	1,232	36	5	1	16	1	1,529	54	1,583
%	12.5		0.6		2.9		2.7		81.0		-0.1		1.0				
Juniors	127	24	5	1	36	2	34	2	1,380	80	7	1	23	3	1,612	113	1,725
%	8.9		0.4		2.2		2.1		85.9		0.0		1.3				
Seniors	120	17	7	-	30	5	30	3	1,138	121	17	1	65	3	1,407	150	1,557
%	9.2		0.5		2.4		2.2		84.6		0.0		4.2				
Second Bachelor's	6	3	1	-	1	1	2	1	57	21	4	1	1	1	72	28	100
%	9.2		1.0		2.0		3.1		79.6		-0.1		1.0				
Subtotal	664	61	38	1	170	11	158	6	5,169	284	36	4	116	8	6,351	375	6,726
Non-Degree	-	57	-	1	-	10	-	5	4	108	1	0	1	28	6	209	215
Total Undergraduates	664	118	38	2	170	21	158	11	5,173	392	37	4	117	36	6,357	584	6,941
%	11.5%		0.6%		2.8%		2.5%		82.0%		0.6%		2.2%				

Notes:

¹Included in freshmen figure.

Percentage of African-American through White plus Nonresident Alien are a percentage of the known population.

Percentage of Unknown is a percentage of the total population.

Figure 8:

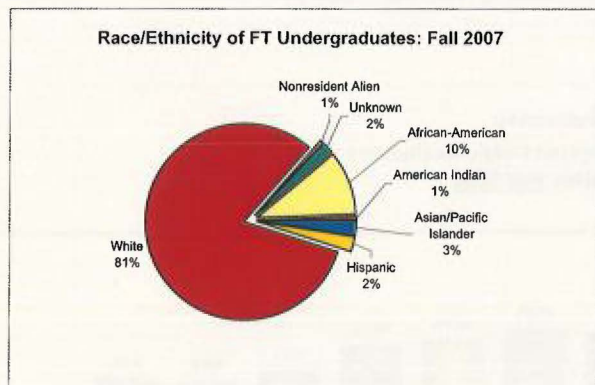


Figure 9:

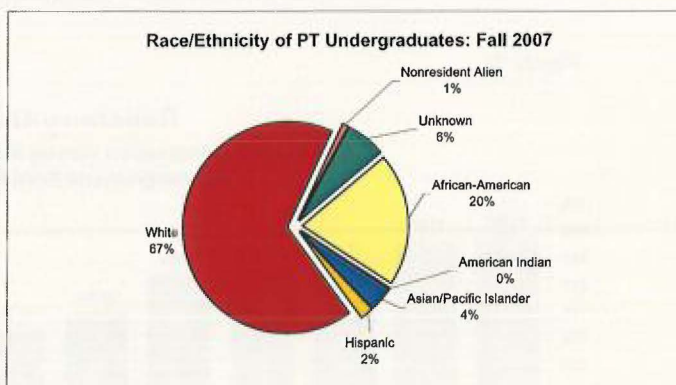


Table 5: Total Undergraduates by Age and Sex: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007
Total Headcount	5,391	6,199	6,366	6,437	6,791	6,941
Total 20 and Younger ¹	2,474	3,193	3,230	3,320	3,477	3,617
Men	979	1,277	1,340	1,430	1,482	1,519
Women	1,495	1,916	1,890	1,890	1,995	2,098
% 20 and Younger	45.9%	51.5%	50.7%	51.6%	51.2%	52.1%
Total 21-24 Yrs Old ²	1,993	2,395	2,557	2,571	2,761	2,793
Men	950	1,123	1,229	1,189	1,334	1,379
Women	1,043	1,272	1,328	1,382	1,427	1,414
% 21-24	37.0%	38.6%	40.2%	39.9%	40.7%	40.2%
Total 25-29 Yrs Old	415	285	268	263	274	276
Men	194	139	116	121	129	131
Women	221	146	152	142	145	145
% 25-29	7.7%	4.6%	4.2%	4.1%	4.0%	4.0%
Total 30-34 Yrs Old	163	114	124	94	93	88
Men	61	43	48	36	36	30
Women	102	71	76	58	57	58
% 30-34	3.0%	1.8%	1.9%	1.5%	1.4%	1.3%
Total 35-39 Yrs Old	134	72	70	72	59	42
Men	39	20	16	24	20	17
Women	95	52	54	48	39	25
% 35-39	2.5%	1.2%	1.1%	1.1%	0.9%	0.6%
Total 40-49 Yrs Old	141	102	76	75	85	81
Men	34	31	20	17	20	17
Women	107	71	56	58	65	64
% 40-49	2.6%	1.6%	1.2%	1.2%	1.3%	1.2%
Total 50-59 Yrs Old	45	29	29	32	29	29
Men	12	7	7	9	10	9
Women	33	22	22	23	19	20
% 50-59	0.8%	0.5%	0.5%	0.5%	0.4%	0.4%
Total 60 and older	26	9	12	10	13	15
Men	9	3	6	6	9	8
Women	17	6	6	4	4	7
% 60 and older	0.5%	0.1%	0.2%	0.2%	0.2%	0.2%
Average Age						
ALL STUDENTS	N/A	21.5	21.4	21.4	21.3	21.3
Men	N/A	21.4	21.3	21.3	21.3	21.2
Women	N/A	21.6	21.6	21.5	21.4	21.3

% 21 & Older

2003 2007
48.5% 47.9%

Table 6: Total Undergraduate Enrollment by County of Residence: 1997, 2003-2007

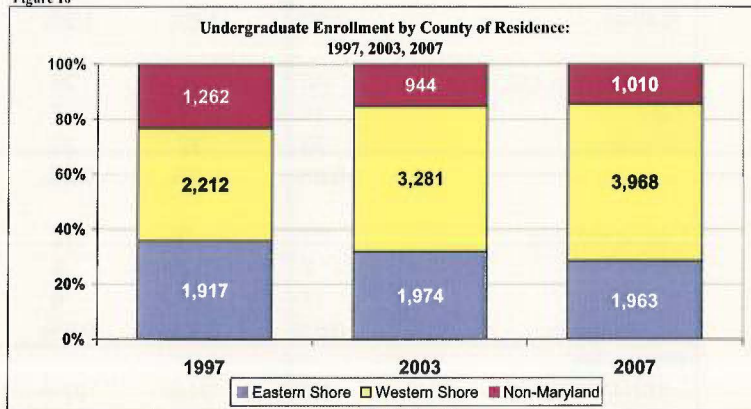
Fall Semesters	1997	2003	2004	2005	2006	2007	% Change Since 2003	10-yr chng
Total Headcount	5,391	6,199	6,366	6,437	6,791	6,941	12.0%	1,550
Allegany	9	11	10	10	12	12	9.1%	3
Anne Arundel	393	511	563	602	612	604	18.2%	211
Baltimore	334	444	468	480	513	529	19.1%	195
Baltimore City	17	29	50	48	49	68	134.5%	51
Calvert	69	132	166	175	157	170	28.8%	101
Caroline	82	88	89	110	108	116	31.8%	34
Carroll	127	191	191	200	246	259	35.6%	132
Cecil	84	132	132	123	126	143	8.3%	59
Charles	98	116	127	125	124	135	16.4%	37
Dorchester	145	121	120	118	124	131	8.3%	(14)
Frederick	163	261	223	248	252	274	5.0%	111
Garrett	3	7	8	6	6	6	-14.3%	3
Harford	221	261	301	292	336	346	32.6%	125
Howard	164	311	330	343	370	384	23.5%	220
Kent	23	27	34	42	45	38	40.7%	15
Montgomery	231	547	570	607	627	664	21.4%	433
Prince George's	263	278	299	326	317	324	16.5%	61
Queen Anne's	55	122	118	98	100	121	-0.8%	66
St. Mary's	68	86	85	78	95	100	16.3%	32
Somerset	130	113	110	90	99	95	-15.9%	(35)
Talbot	96	97	94	87	85	101	4.1%	5
Washington	52	96	126	124	115	93	-3.1%	41
Wicomico	902	916	882	837	899	856	-6.6%	(46)
Worcester	400	358	361	356	407	362	1.1%	(38)
Unknown	-	-	-	-	-	-	-	-
Total for MD	4,129	5,255	5,457	5,525	5,824	5,931	12.9%	1,802
Out-of-State	1,229	891	876	875	921	967	8.5%	(262)
Nonresident Alien	31	52	31	34	43	41	-21.2%	10
Other Foreign	2	1	2	3	3	2	100.0%	-

NOTES: See Glossary for additional details.

Primary Feeder Counties & Percentages based on MD Total	
Wicomico	14.4%
Montgomery	11.2%
Anne Arundel	10.2%
Baltimore	8.9%
Howard	6.5%
Worcester	6.1%
Harford	5.8%
Prince George's	5.5%
Frederick	4.6%
Carroll	4.4%
TOTAL	77.6%

Region	1997		2003		2007	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	1,917	35.6%	1,974	31.8%	1,963	28.3%
Western Shore	2,212	41.0%	3,281	52.9%	3,968	57.2%
Non-Maryland	1,262	23.4%	944	15.2%	1,010	14.6%

Figure 10



Maryland Undergraduate Enrollment by County (5,931) Fall 2007 Maryland Map

Figure 11:

D-8.0

Top 10 Counties

Wicomico	856
Montgomery	664
Anne Arundel	604
Baltimore	529
Howard	384
Worcester	362
Harford	346
Prince George's	324
Frederick	274
Carroll	259

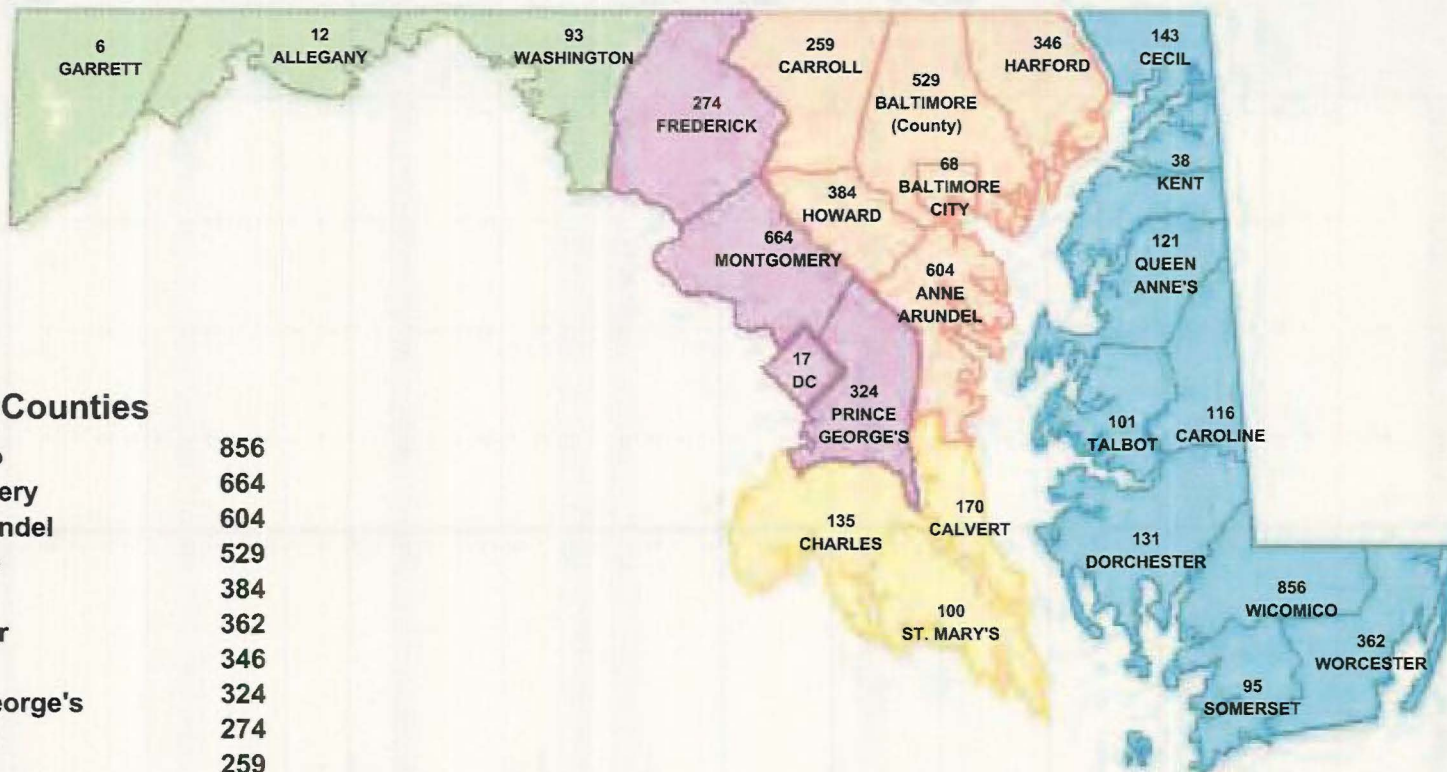


Table 7: Total Undergraduate Enrollment by State: 1997, 2003-2007

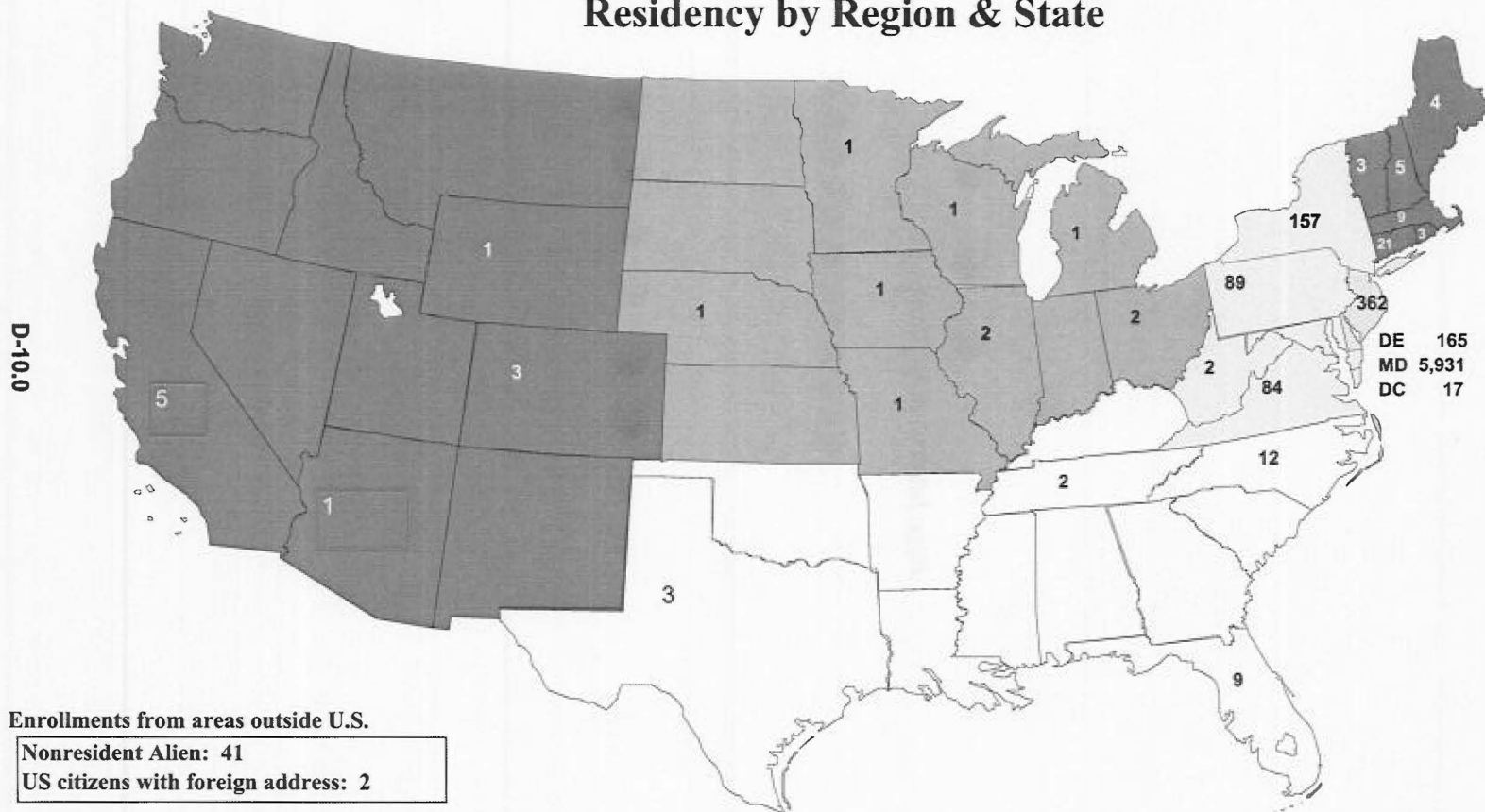
Fall Semesters	1997	2003	2004	2005	2006	2007	Top Feeder States	% Change Since 2003	10-yr Chng
Total Headcount	5,391	6,199	6,366	6,437	6,791	6,941		12.0%	1,550
Alabama	-	1	1	-	-	-			
Alaska	1	-	-	-	-	-			
Arizona	-	-	-	-	2	1			
Arkansas	-	-	-	-	-	-			
California	4	8	9	5	4	5			
Colorado	1	-	-	2	1	3			
Connecticut	27	13	15	14	15	21			
Delaware	200	144	137	152	151	165	2.4%	14.6%	(35)
District of Columbia	3	8	13	11	13	17			
Florida	6	3	4	4	7	9			
Georgia	1	-	1	-	1	-			
Hawaii	2	-	-	1	-	-			
Illinois	1	2	2	1	2	2			
Indiana	-	-	-	-	-	-			
Iowa	2	1	-	-	1	1			
Kansas	-	-	-	-	-	-			
Kentucky	-	1	-	-	-	-			
Louisiana	-	-	-	-	-	-			
Maine	1	3	5	3	4	4			
Maryland	4,130	5,255	5,457	5,525	5,824	5,931	85.4%	12.9%	1,801
Massachusetts	8	6	6	5	5	9			
Michigan	2	1	2	3	3	1			
Minnesota	-	3	2	2	1	1			
Mississippi	-	-	-	-	-	-			
Missouri	1	1	1	1	1	1			
Montana	1	1	1	-	-	-			
Nebraska	-	1	1	1	1	1			
New Hampshire	2	3	2	2	3	5			
New Jersey	433	334	329	344	367	362	5.2%	8.4%	(71)
New Mexico	1	-	-	-	-	-			
New York	280	165	146	131	155	157	2.3%	-4.8%	(123)
North Carolina	-	3	2	3	6	12			
North Dakota	2	-	-	-	-	-			
Ohio	3	3	2	2	1	2			
Oklahoma	-	-	-	-	-	-			
Oregon	-	-	1	-	-	-			
Pennsylvania	128	90	110	98	89	89	1.3%	-1.1%	(39)
Rhode Island	-	-	-	-	1	3			
South Carolina	1	-	1	1	1	-			
South Dakota	4	-	-	-	-	-			
Tennessee	1	-	1	-	2	2			
Texas	2	1	1	-	-	3			
Utah	1	-	-	-	-	-			
Vermont	1	3	3	2	2	3			
Virginia	104	85	73	81	77	84	1.2%	-1.2%	(20)
Washington	-	1	-	-	1	-			
West Virginia	1	3	3	3	2	2			
Wisconsin	-	3	2	2	1	1			
Wyoming	1	-	-	1	1	1			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	1	-	-	-	-	-			
International Countries	31	52	31	34	43	41	0.6%	-21.2%	10
Other Nonresident Alien	2	1	2	3	3	2			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 12

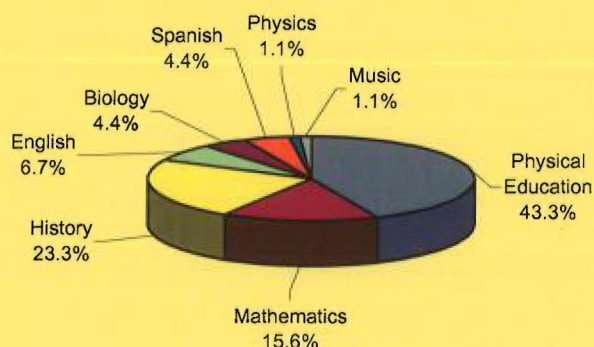
FALL 2007 **Undergraduate Enrollment (6,941)** **Residency by Region & State**



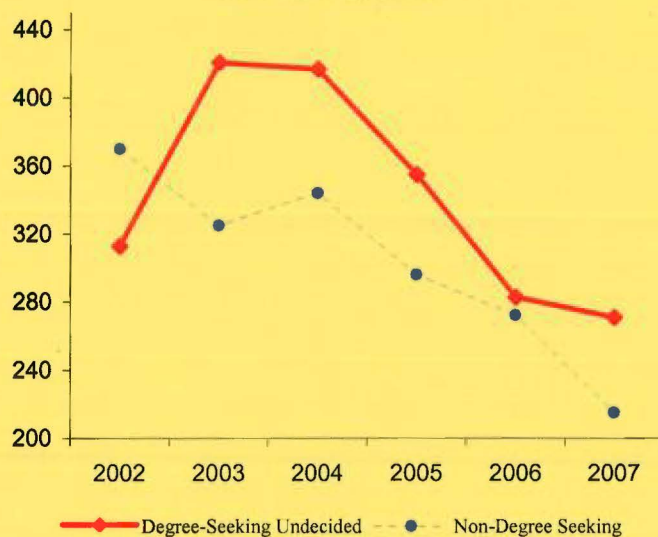
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Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

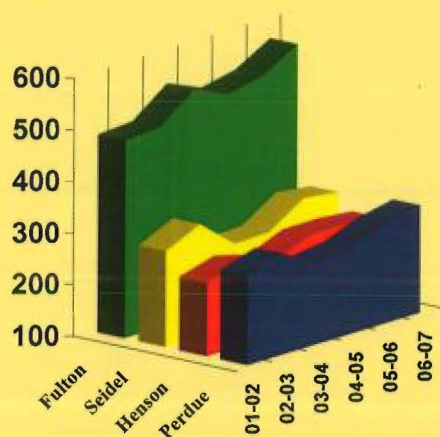
Percentage of Undergraduate Degrees Awarded with Secondary
Education Track: 2006-2007



Undergraduate Enrollment:
Degree- Seeking Undecided
and
Non-Degree Seeking
Fall 2002 - Fall 2007



UG Degrees Awarded by School
2001-02 through 2006-07



	01-02	02-03	03-04	04-05	05-06	06-07
Perdue	272	295	256	266	293	307
Henson	242	263	244	273	274	267
Seidel	286	318	260	262	307	298
Fulton	483	488	541	512	527	567

Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2007

²Non-Degree Seeking Students

Table 2: Undergraduate Enrollment by School & Discipline: Fall 1997, Fall 2003 through Fall 2007

School and Degree Program	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	% Change 2003-2007	1 Year Change	5 Year ³ Average	10-yr chng
Fulton School of Liberal Arts										
Art	105	179	179	112	77	74	-58.7%	-3.9%	124	-29.5%
Art (B.F.A.)	1	19	22	93	151	172	805%	13.9%	91	17100%
Communication Arts	332	446	451	441	475	485	8.7%	2.1%	460	46.1%
Conflict Resolution	-	26	20	33	36	45	73%	25.0%	32	-
English	145	165	168	174	183	194	17.6%	6.0%	177	33.8%
English for Speakers of Other Languages	-	-	-	-	4	4	-	-	-	-
Environmental Issues	-	-	2	9	18	33	-	83.3%	-	-
French	6	6	8	5	4	6	-	-	-	-
History	157	267	240	213	221	214	-19.9%	-3.2%	231	36.3%
Interdisciplinary Studies	-	92	84	89	80	91	-1.1%	13.8%	87	-
International Studies	-	17	27	37	41	52	206%	26.8%	35	-
Liberal Studies	102	9	2	1	-	-	3.89	-	-	-57%
Music	32	23	29	29	37	44	82.6%	13.5%	32	31.3%
Philosophy	31	39	35	37	47	42	207.7%	155.3%	40	287.1%
Political Science	104	126	126	123	126	120	184.9%	184.9%	124	245.2%
Psychology	241	289	292	296	334	359	-80.3%	-82.9%	314	-76.3%
Sociology	45	46	42	41	51	57	-26.1%	-33.3%	47	-24.4%
Spanish	15	29	41	46	39	34	-17.2%	-38.5%	38	60%
Theatre	-	22	35	29	26	24	-	-	27	-
Subtotal	1,316	1,800	1,803	1,808	1,950	2,050	13.9%	5.1%	1,882	55.8%
Henson School of Science & Technology										
Biology	601	386	391	408	463	462	19.7%	-0.2%	422	-23.1%
Chemistry	45	51	70	67	93	86	68.6%	-7.5%	73	91%
CLS/Medical Technology	37	27	35	39	34	36	33.3%	5.9%	34	-2.7%
Computer Science	-	142	113	89	80	81	-43.0%	1.3%	101	-
Environmental Health	54	36	25	17	16	19	-	-	23	-64.8%
Geography	65	60	80	75	83	110	83.3%	32.5%	82	69.2%
Mathematics	126	107	113	105	97	96	-10.3%	-1.0%	104	-23.8%
Nursing	197	341	403	428	421	418	22.6%	-0.7%	402	112%
Physics	43	76	70	62	40	42	-44.7%	5.0%	58	-2.3%
Respiratory Therapy	58	32	43	54	70	73	128%	4.3%	54	25.9%
Subtotal	1,226	1,258	1,343	1,344	1,397	1,423	13.1%	1.9%	1,353	16.1%
Perdue School of Business										
Accounting	206	196	202	220	255	266	35.7%	4.3%	228	29.1%
Business Administration	704	675	527	587	636	623	-7.7%	-2.0%	610	-11.5%
Economics	19	13	25	23	32	36	177%	12.5%	26	89.5%
Finance	-	71	111	138	149	171	141%	14.8%	128	-
Information Systems	110	119	97	80	83	81	-31.9%	-2.4%	92	-26.4%
Management	-	64	155	195	230	230	259%	0.0%	175	-
Marketing	-	98	164	191	254	275	181%	8.3%	196	-
Subtotal	1,039	1,236	1,281	1,434	1,639	1,682	36.1%	2.6%	1,454	61.9%
Seidel School of Education & Professional Studies										
Athletic Training	-	71	80	85	106	129	81.7%	21.7%	94	-
Early Childhood Education	-	41	90	117	135	158	285%	17.0%	108	-
Elementary Education	628	623	538	502	458	430	-31.0%	-6.1%	510	-31.5%
Exercise Science	-	85	98	149	207	231	172%	11.6%	154	-
Health Education	-	17	20	24	17	25	0.47	0.47	21	-
Physical Education	262	181	182	163	167	168	-7.2%	0.6%	172	-35.9%
Social Work	189	141	170	160	160	159	12.8%	-0.6%	158	-15.9%
Subtotal	1,079	1,159	1,178	1,200	1,250	1,300	12.2%	4.0%	1,217	20.5%
Undecided ¹	316	421	417	355	283	271	-35.6%	-4.2%	349	-14.2%
Unclassified ²	414	325	344	296	272	215	-33.8%	-21.0%	290	-48.1%
Subtotal	730	746	761	651	555	486	-34.9%	-12.4%	640	-33.4%
TOTAL	5,390	6,199	6,366	6,437	6,791	6,941	12.0%	2.2%	6,547	28.8%

¹ Degree-seeking students only.

² Non-degree seeking students.

³ For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3: Secondary Education Track Enrollment By Major and Classification
Fall 2007

Major	FR	SO	JR	SR	USB	Total
Art	-	-	-	1	-	1
Biology	-	3	5	5	-	13
Chemistry	3	2	1	-	-	6
English	10	11	10	9	1	41
French	-	-	-	-	-	-
Health	2	-	-	2	-	4
History	27	18	23	14	2	84
Math	14	10	9	7	1	41
Music	5	1	6	5	-	17
Physical Education	25	44	35	38	-	142
Physics	2	-	-	-	-	2
Spanish	3	5	-	2	1	11
Total	91	94	89	83	5	362

Figure 1:

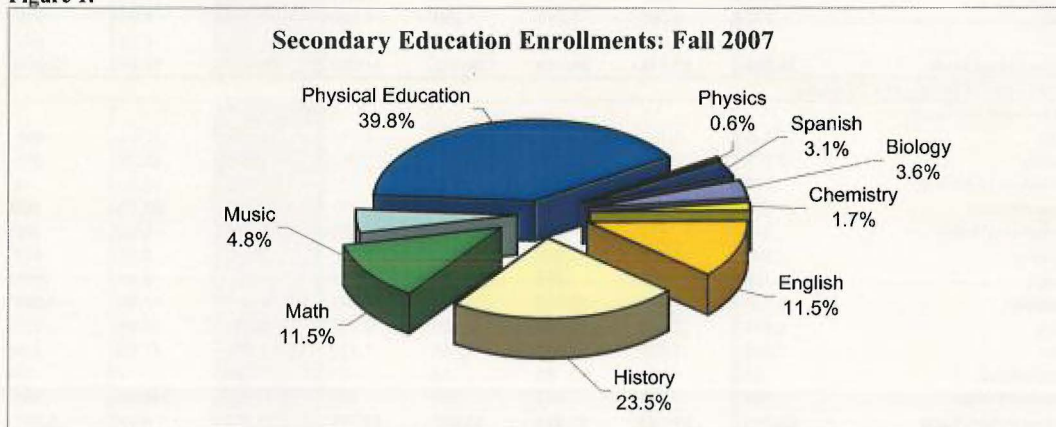


Table 3.1: Secondary Education Track Enrollment By Major and Classification
Fall 2002 - Fall 2007

	2002	2003	2004	2005	2006	2007
Art	2	-	-	-	-	1
Biology	17	23	25	18	18	13
Chemistry	4	5	3	-	4	6
English	63	57	48	42	39	41
French	6	3	4	1	-	-
Health	1	-	-	6	-	4
History	115	142	106	80	92	84
Math	48	59	57	51	51	41
Music	14	9	15	13	16	17
Physical Education	120	151	159	145	154	142
Physics	-	2	2	2	1	2
Spanish	11	11	14	10	10	11
Total	401	462	433	368	385	362

Table 4:

Undergraduate Student Credit Hours by Discipline
Fall Enrollment 1997, 2003-2007

Discipline	1997	2003	2004	2005	2006	2007	% Change 2003-2007	10-yr chng
Fulton School of Liberal Arts								
Anthropology	459	309	453	477	501	564	82.5%	105
Art	2,136	3,232	3,319	3,558	3,773	4,134	27.9%	1,998
Communication Arts	4,454	4,632	4,747	4,576	4,624	5,224	12.8%	770
Conflict Analysis & Dispute Res	-	561	576	621	826	1,239	120.9%	1,239
Dance	176	310	350	376	371	367	18.4%	191
English	5,904	6,552	6,588	6,588	7,743	8,336	27.2%	2,432
Environmental Issues	-	-	-	18	12	15	-	15
French	239	174	286	321	249	273	56.9%	34
German	128	114	122	141	123	152	33.3%	24
History	6,240	7,622	8,022	7,689	7,932	8,238	8.1%	1,998
Honors	-	414	371	469	432	772	86.5%	772
Interdisciplinary Studies	484	315	351	427	333	65	-79.4%	(419)
Latin	-	-	-	-	-	-	-	-
Modern Languages	33	72	102	108	129	162	125.0%	129
Music	861	538	743	1,120	1,247	1,437	167.1%	576
Music-Applied	282	293	249	259	305	345	17.7%	63
Philosophy	1,515	1,629	1,866	1,761	1,728	1,703	4.5%	188
Political Science	1,401	1,796	1,844	1,473	2,108	2,007	11.7%	606
Psychology	3,996	5,230	5,967	6,177	5,736	5,891	12.6%	1,895
Russian	33	36	69	78	45	66	83.3%	33
Social Science	3	9	6	6	3	6	-	3
Sociology	1,389	1,875	1,722	1,713	1,809	1,650	-12.0%	261
Spanish	772	1,065	1,218	1,289	1,320	1,164	9.3%	392
Theatre	-	638	875	702	638	664	4.1%	664
Fulton School Total	30,505	37,416	39,846	39,947	41,987	44,474	18.9%	13,969
Henson School of Science and Technology								
Applied Health Physiology	-	-	-	-	6	3	-	3
Biology	6,405	6,182	6,566	6,981	7,191	7,291	17.9%	886
Chemistry	2,779	2,641	2,859	2,920	3,063	3,230	22.3%	451
CLS/Medical Technology	259	227	212	285	275	263	15.9%	4
Computer Science	918	1,587	1,047	885	777	850	-46.4%	(68)
Environmental Health	343	277	250	230	239	277	0.0%	(66)
Geography	2,568	3,005	2,927	3,244	3,574	3,165	5.3%	597
Geology	186	180	192	188	408	-	0.0%	(186)
Mathematics	3,736	5,388	5,785	5,568	6,086	6,014	11.6%	2,278
Nursing	1,147	2,123	2,150	2,231	2,002	2,081	-2.0%	934
Physics	1,395	1,530	1,258	1,443	1,438	1,711	11.8%	316
Pre-Engineering	21	18	33	42	21	18	-	(3)
Respiratory Therapy	584	390	612	812	899	969	148.5%	385
Henson School Total	20,341	23,548	23,891	24,829	25,979	25,872	9.9%	5,531
Perdue School of Business								
Accounting	1,713	2,403	2,694	2,742	3,483	3,438	43.1%	1,725
Business Administration	5,876	283	342	324	417	387	36.7%	(5,489)
Economics	1,119	1,534	1,611	1,479	1,995	2,064	34.6%	945
Finance	-	1,074	1,311	1,407	1,638	1,722	60.3%	1,722
Info. Systems	953	2,294	2,307	2,339	2,538	2,836	23.6%	1,883
Management	-	1,835	2,046	2,163	2,298	2,277	24.1%	2,277
Marketing	-	1,667	1,719	1,740	1,911	2,190	31.4%	2,190
Perdue School Total	9,661	11,090	12,030	12,194	14,280	14,914	34.5%	5,253
Seidel School of Education and Professional Studies								
Athletic Trainer	-	210	275	210	302	321	52.9%	321
Education, Early Childhood	-	84	306	468	444	489	482.1%	489
Education, Elementary	2,679	2,475	2,571	2,517	2,040	2,265	-8.5%	(414)
Education, General	2,382	1,704	1,802	1,677	1,728	1,545	-9.3%	(837)
Education, Secondary	390	324	384	306	363	294	-9.3%	(96)
Exercise Science	-	219	318	696	759	1,538	602.3%	1,538
General Studies	141	33	-	44	138	248	651.5%	107
Health	273	543	641	756	951	1,058	94.8%	785
Leisure Studies	51	-	-	-	-	-	-	(51)
Military Science	32	-	3	5	-	-	-	(32)
Physical Education	3,769	5,998	3,741	3,932	4,028	3,163	-47.3%	(606)
Physical Education, Teacher Ed	-	402	372	470	482	964	1	964
Science Education	80	-	-	-	-	-	-	(80)
Social Work	1,716	981	1,713	1,606	1,592	1,631	66.3%	(85)
Seidel School Total	11,513	12,973	12,126	12,687	12,827	13,516	4.2%	2,003
TOTALS	72,020	85,027	87,893	89,657	95,073	98,776	16.2%	26,756
Total FTES	4801.3	5,668.5	5,859.5	5,977.1	6,338.2	6,585.1	16.2%	1,784

FTES is undergraduate credit hours divided by 15.

Table 1:

UNDERGRADUATE Degrees Awarded by School and Honors
2002-03 through 2006-07

School	2002-03		2003-04		2004-05		2005-06		2006-07	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	37	2.7%	41	3.2%	27	2.1%	32	2.3%	18	1.3%
Art (Fine)	11	0.8%	15	1.2%	17	1.3%	25	1.8%	34	2.4%
Communication Arts	143	10.5%	135	10.4%	131	10.0%	142	10.1%	133	9.2%
Conflict Analysis/Dispute Res	3	0.2%	11	0.8%	15	1.1%	12	0.9%	14	1.0%
English	38	2.8%	46	3.5%	45	3.4%	38	2.7%	45	3.1%
Environmental Issues	-	0.0%	-	0.0%	-	0.0%	1	0.1%	4	0.3%
French	5	0.4%	1	0.1%	5	0.4%	2	0.1%	1	0.1%
History	52	3.8%	85	6.5%	72	5.5%	55	3.9%	67	4.7%
Interdisciplinary Studies	53	3.9%	63	4.8%	55	4.2%	58	4.1%	61	4.2%
International Studies	-	-	-	-	1	0.1%	6	0.4%	9	0.6%
Liberal Studies	12	0.9%	2	0.2%	-	0.0%	1	0.1%	-	0.0%
Music	9	0.7%	2	0.2%	5	0.4%	6	0.4%	2	0.1%
Philosophy	16	1.2%	17	1.3%	4	0.3%	18	1.3%	14	1.0%
Political Science	25	1.8%	25	1.9%	31	2.4%	30	2.1%	33	2.3%
Psychology	58	4.3%	84	6.5%	78	5.9%	71	5.1%	91	6.3%
Sociology	7	0.5%	5	0.4%	10	0.8%	7	0.5%	9	0.6%
Spanish	13	1.0%	8	0.6%	11	0.8%	16	1.1%	27	1.9%
Theatre	6	0.4%	1	0.1%	5	0.4%	7	0.5%	5	0.3%
Subtotal	488	35.8%	541	41.6%	512	39.0%	527	37.6%	567	39.4%
Henson School of Science & Technology										
Biology	104	7.6%	71	5.5%	82	6.2%	82	5.9%	91	6.3%
Chemistry	10	0.7%	7	0.5%	12	0.9%	8	0.6%	9	0.6%
CLS/Medical Technology	7	0.5%	7	0.5%	8	0.6%	6	0.4%	9	0.6%
Computer Science	6	0.4%	15	1.2%	15	1.1%	18	1.3%	10	0.7%
Environmental Health	10	0.7%	8	0.6%	10	0.8%	7	0.5%	4	0.3%
Geography	28	2.1%	13	1.0%	32	2.4%	20	1.4%	20	1.4%
Mathematics	22	1.6%	24	1.8%	22	1.7%	22	1.6%	24	1.7%
Nursing	56	4.1%	80	6.1%	78	5.9%	84	6.0%	68	4.7%
Physics	13	1.0%	8	0.6%	4	0.3%	12	0.9%	8	0.6%
Respiratory Therapy	7	0.5%	11	0.8%	10	0.8%	15	1.1%	24	1.7%
Subtotal	263	19.3%	244	18.8%	273	20.8%	274	19.6%	267	18.6%
Perdue School of Business										
Accounting	25	1.8%	32	2.5%	34	2.6%	40	2.9%	38	2.6%
Business Administration	168	12.3%	100	7.7%	29	2.2%	16	1.1%	10	0.7%
Economics	2	0.1%	3	0.2%	8	0.6%	8	0.6%	5	0.3%
Finance	23	1.7%	28	2.2%	42	3.2%	59	4.2%	66	4.6%
Information Systems	65	4.8%	36	2.8%	38	2.9%	25	1.8%	25	1.7%
Management	1	0.1%	20	1.5%	54	4.1%	91	6.5%	95	6.6%
Marketing	11	0.8%	37	2.8%	61	4.6%	54	3.9%	68	4.7%
Subtotal	295	21.6%	256	19.7%	266	20.3%	293	20.9%	307	21.3%
Seidel School of Education & Professional Studies										
Athletic Training	9	0.7%	3	0.2%	7	0.5%	9	0.6%	11	0.8%
Early Childhood Education	-	-	-	-	12	0.9%	22	1.6%	28	1.9%
Elementary Education	194	14.2%	145	11.1%	108	8.2%	129	9.2%	113	7.9%
Exercise Science	19	1.4%	18	1.4%	33	2.5%	43	3.1%	45	3.1%
Health Education	-	-	1	0.1%	7	0.5%	4	0.3%	2	0.1%
Physical Education	37	2.7%	38	2.9%	34	2.6%	41	2.9%	43	3.0%
Social Work	59	4.3%	55	4.2%	61	4.6%	59	4.2%	56	3.9%
Subtotal	318	23.3%	260	20.0%	262	20.0%	307	21.9%	298	20.7%
TOTAL	1,364	100.0%	1,301	100.0%	1,313	100.0%	1,401	100.0%	1,439	100.0%
Honor Degrees										
Cum Laude	285	52.6%	268	49.6%	146	45.5%	149	47.8%	145	47.9%
Dept Honors in Mathematics	-	-	-	-	-	-	-	-	2	0.7%
Magna Cum Laude	128	23.6%	137	25.4%	96	29.9%	95	30.4%	105	34.7%
Summa Cum Laude	107	19.7%	112	20.7%	60	18.7%	51	16.3%	42	13.9%
Bellavance Honors	22	4.1%	15	2.8%	9	2.8%	13	4.2%	5	1.7%
Bellavance Honors w/Distinction ¹	-	-	8	1.5%	10	3.1%	4	1.3%	4	1.3%
TOTAL	542	100.0%	540	100.0%	321	100.0%	312	100.0%	303	100.0%
Honor Degrees as a Percent of Total Undergraduate Degrees		39.7%		41.5%		24.4%		22.3%		21.1%

¹New designation beginning with degrees awarded in AY03-04.

Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1996-97, AY 2002-03 through 2006-07

	1996-97	2002-03	2003-04	2004-05	2005-06	2006-07	10-yr chng
Grand Total Baccalaureate Degrees	1,205	1,364	1,301	1,313	1,401	1,439	234
Bachelor of Arts	367	434	501	471	480	497	130
% of Total	30.5%	31.8%	38.5%	35.9%	34.3%	34.5%	
Bachelor of Science	763	859	730	764	837	852	89
% of Total	63.3%	63.0%	56.1%	58.2%	59.7%	59.2%	
Bachelor of Arts in Social Work	72	60	55	61	59	56	(16)
% of Total	6.0%	4.4%	4.2%	4.6%	4.2%	3.9%	
Bachelor of Fine Arts	3	11	15	17	25	34	31
% of Total	0.2%	0.8%	1.2%	1.3%	1.8%	2.4%	

Figure 1:

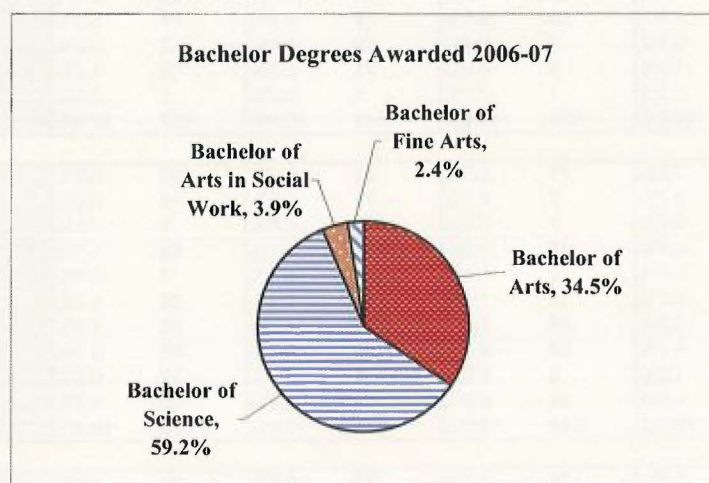


Table 3: Number of Undergraduate Students Graduating with a Secondary Education Track
by Major: AY 1996-97, AY 2002-03 to AY 2006-07

Major	1996-97	2002-03	2003-04	2004-05	2005-06	2006-07	10-yr chng
Art	1	-	-	-	-	-	(1)
Biology	3	7	2	1	3	4	1
Chemistry	-	-	1	2	-	-	-
English	8	11	12	15	8	6	(2)
French	1	2	-	2	1	-	(1)
History	10	19	23	24	12	21	11
Mathematics	6	8	8	10	3	14	8
Music	1	6	1	2	3	1	-
Physical Education	24	22	33	28	36	39	15
Physics	-	-	-	-	-	1	1
Social Science	2	-	-	-	-	-	(2)
Spanish	3	2	2	3	1	4	1
Total	59	77	82	87	67	90	31
% of Total Undergraduate Baccalaureate Recipients	4.9%	5.6%	6.3%	6.6%	4.8%	6.3%	

Source: MHEC DIS

Table 4:

2006-07 Undergraduate Degrees Awarded by Track
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major & Track	No track	ACSB	ACSC	APPL	BIOC	CELL	CLIN	CORP	DEVL	DUAL	ECOL	ECON	ENSC	ERTH	ESOL	GRVS	HIST	HSRV	INDV	INFO	INTL
Accounting	33	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-
Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	1	-	-	-	-
Art Fine	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	49	-	-	-	-	8	-	-	-	-	3	-	12	-	-	-	-	-	-	-	-
Business Admin.	5	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2	-	-
Chemistry	1	1	2	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Communication Arts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conflict Analysis	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
English	34	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-
Exercise Science	42	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance	37	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Geography	4	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	4	-
History	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management	94	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Music	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nursing	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physics	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Political Science	32	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Psychology	74	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	12	-	-	-
Social Work	45	-	-	-	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	-
Spanish	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Theatre	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,018	1	2	1	5	8	3	8	5	11	3	2	12	6	3	15	1	12	2	4	3

Major/Track -continued

	INTR	INVS	IPRS	JRNL	MASS	MICR	MMAS	ODED	ORGN	PERF	PHOT	PLAN	PREE	RHET	RNBS	SCED	SDBS	TCIR	THRE	TWOD	TOTAL
Accounting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38
Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	18
Art Fine	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	34
Biology	-	-	-	-	6	-	9	-	-	-	-	-	-	-	-	4	-	-	-	-	91
Business Admin.	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	10
Chemistry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Communication Arts	47	-	-	33	53	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	133
Conflict Analysis	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14
English	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	6	-	-	-	-	45
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45
Finance	-	9	-	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	66
Geography	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	20
History	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-	-	-	-	67
Management	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	95
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	-	-	24
Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	2
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	16	-	-	-	68
Physical Education	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	39	-	-	43
Physics	-	-	-	-	2	-	-	-	-	-	-	-	3	-	-	1	-	-	-	-	8
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33
Psychology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	91
Social Work	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66
Spanish	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	27
Theatre	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	5
Total	48	9	1	33	53	8	1	4	9	2	7	24	3	2	2	50	16	40	1	1	1,430

Glossary of Tracks

ACSB: American Chemical Soc. Biochemistry	ENSC: Environmental/Marine Sciences	IPRS: Interpersonal	RHET: Writing and Rhetoric
ACSC: American Chemical Soc.	ERTH: Earth/Atmospheric Sciences	JRNL: Journalism/Public Relations	RNBS: RN to BS Articulation
APPL: Applied Politics	ESOL: English as a Second Language	MASS: Mass Media	RNSD: RN/Second Bachelor's Degree
BIOC: Biochemistry	GRVS: Graphic Design/Visual Comm.	MICR: Microbiology	SCED: Secondary Education
CELL: Cell/Molecular Biology/Biotech	HIST: History	MMAS: Mass Media	SDBS: Second Bachelor's Degree
CLIN: Clinical	HSRV: Human Services	ODED: Outdoor Education	TCIR: Teacher Education
CORP: Corporate Finance	INDV: Individualized	ORGN: Organismal Biology	THRE: Three-dimensional Studio
DEVL: Developmental Psychology	INFO: Information Systems	PERF: Performance	TWOD: Two-dimensional Studio
DUAL: UMES Dual Degree	INTL: International	PHOT: Photography	
ECOL: Ecology/Evolutionary Biology	INTR: Interpersonal/Organizational	PLAN: Financial Planning	
ECON: Economics	INVS: Investments	PREE: Pre-engineering	

NOTE: Some degree recipients had more than one major and therefore, possibly more than one track.

Table 5:

**2006-07 Degrees Awarded
By Major and Concentration**
(Reports *ONLY* those programs where concentrations are offered)

Major	Computer Science	Creative Writing	Film	Finance	Global Cultural Studies	Intrntnl Business	Intrntnl Relations	Linguistics	Literature	Statistics	Total
Business Admin	-	-	-	1	-	4	-	-	-	-	5
Communications Arts	-	1	-	-	-	-	-	-	-	-	1
English	-	5	6	-	-	-	-	5	17	-	33
History	-	-	-	-	-	-	1	-	-	-	1
International Studies	-	-	-	-	4	-	5	-	-	-	9
Mathematics	1	-	-	-	-	-	-	-	-	3	4
Total	1	6	6	1	4	4	6	5	17	3	53

Figure 2:

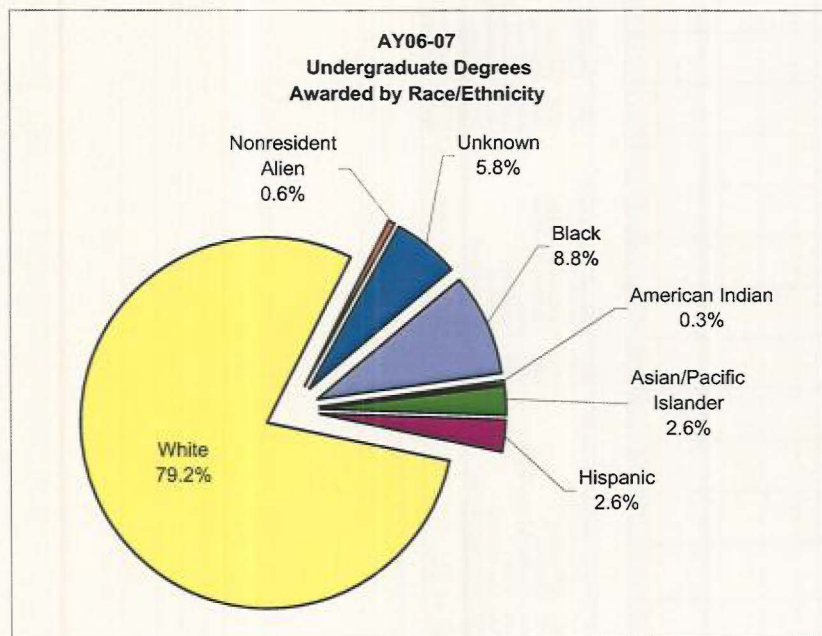
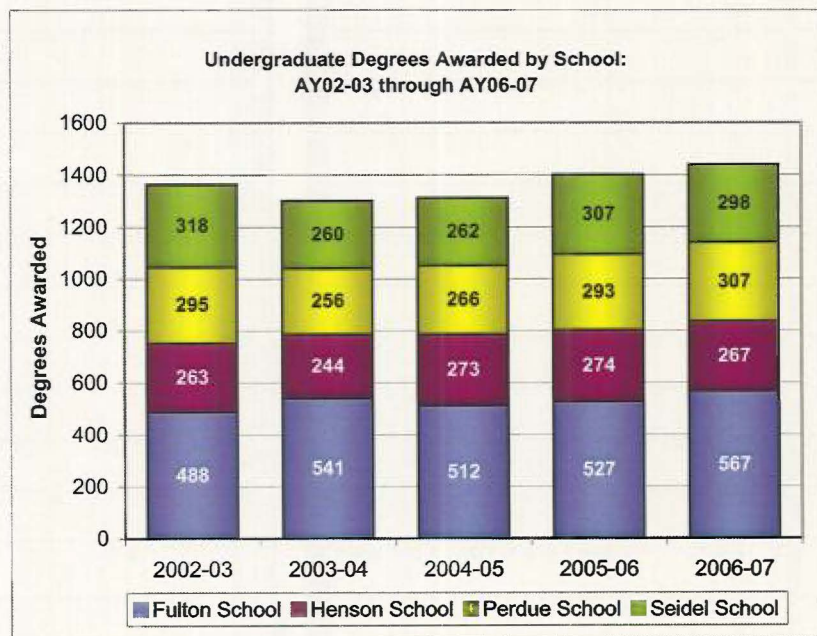


Figure 3:



Source: MHEC DIS

Retention and Graduation Rates, Freshmen and Transfer Summaries

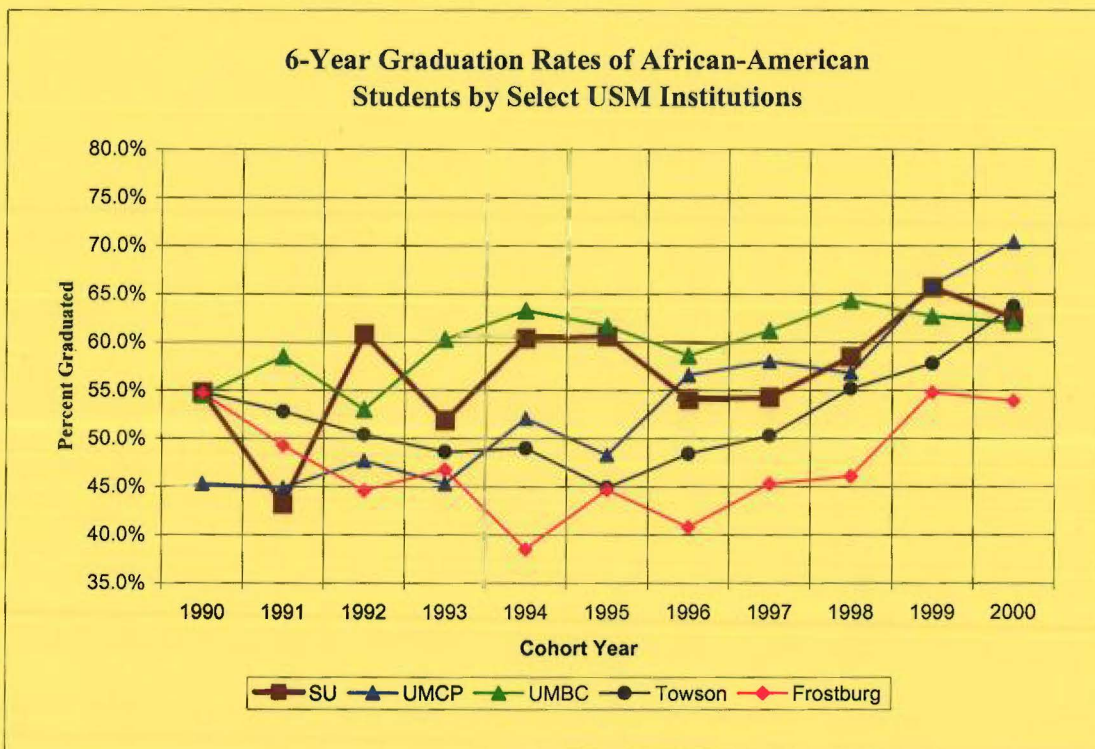
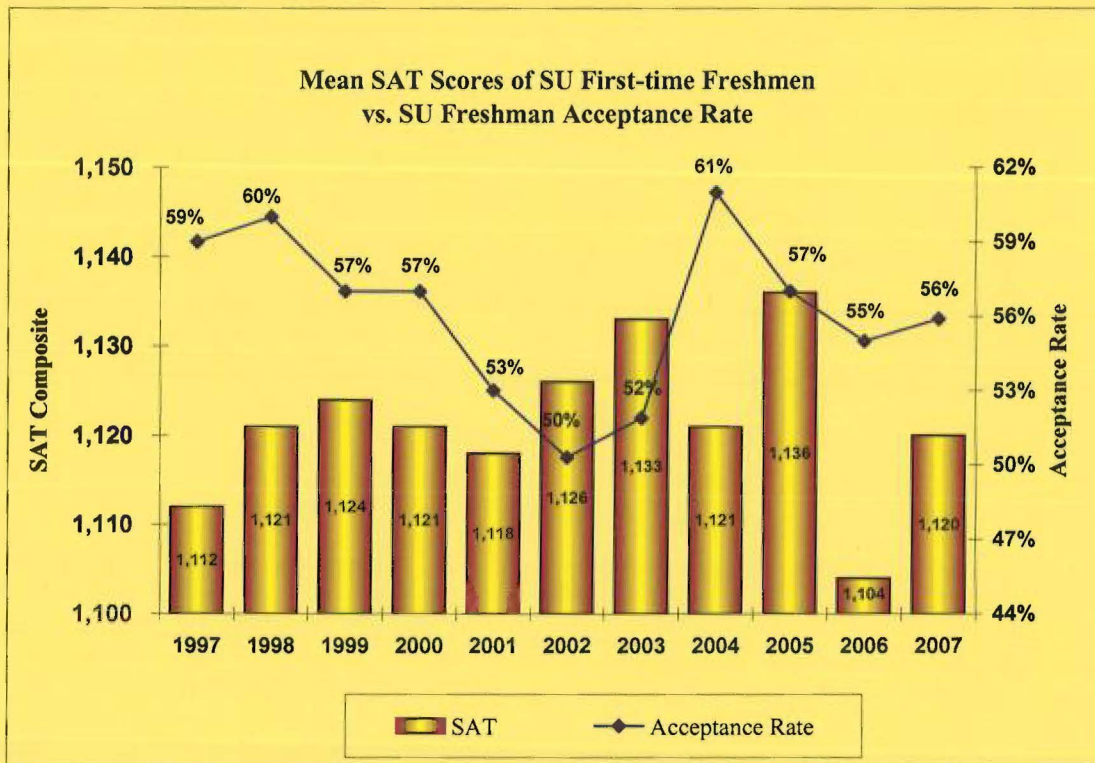


Table 1:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts
Fall 1985 through Fall 2006

Entering Fall	Cohort	Year 1 Retention/Graduation																				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads		
2006	1033	963	832																					
		93.2%	80.5%																					
2005	957	889	778	0	742	0	697																	
		92.9%	81.3%	0.0%	77.5%	0.0%	72.8%																	
2004	982	910	815	0	782	0	735	1	707	11	694													
		92.7%	83.0%	0.0%	79.6%	0.0%	74.8%	0.1%	72.0%	1.1%	70.7%													
2003	950	889	771	0	731	0	683	1	675	13	661	15	638	405	191									
		93.6%	81.2%	0.0%	76.9%	0.0%	71.9%	0.1%	71.1%	1.4%	69.6%	1.6%	67.2%	42.6%	20.1%									
2002	900	822	718	0	695	0	659	1	645	4	640	21	620	380	208	86	130	84	40					
		91.3%	79.8%	0.0%	77.2%	0.0%	73.2%	0.1%	71.7%	0.4%	71.1%	2.3%	68.9%	42.2%	23.1%	9.6%	14.4%	9.3%	4.4%					
2001	941	869	765	0	728	0	688	0	682	6	667	25	636	393	209	103	111	79	29	18	20	11		
		92.3%	81.3%	0.0%	77.4%	0.0%	73.1%	0.0%	72.5%	0.6%	70.9%	2.7%	67.6%	41.8%	22.2%	10.9%	11.8%	8.4%	3.1%	1.9%	2.1%	1.2%		
2000	929	873	767	0	746	0	701	1	688	6	666	19	647	445	178	83	99	58	37	13	20	10		
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.7%	2.0%	69.6%	47.9%	19.2%	8.9%	10.7%	6.2%	4.0%	1.4%	2.2%	1.1%		
1999	856	795	705	0	678	0	649	0	629	7	612	36	571	389	157	86	68	49	25	5	15	6		
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.2%	66.7%	45.4%	18.3%	10.0%	7.9%	5.7%	3%	0.6%	1.8%	0.7%		
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25	10	18	10		
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.0%	12.6%	5.9%	2.7%	1.2%	2.1%	1.2%		
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5		
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%		
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8		
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	5.6%	1.2%		
1995	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5		
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%		
1994	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0		
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%		
1993	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0		
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%		
1992	634																							
			82.6%																					
1991	711																							
			79.5%																					
1990	659																							
			78.3%																					
1989	773																							
			83.6%																					
1988	855																							
			76.7%																					
1987	803																							
			77.1%																					
1986	685																							
			72.0%																					
1985	710																							
			75.6%																					
Retention Rates		Year 1				Year 2				Year 3				Graduation Rates								4-year	5-year	6-year
5-year average		81.2%				73.2%				70.8%				5-year average								47.4%	64.7%	67.0%

Note: • Retention is reported as of the beginning of the semester.

• Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

• Semester by semester headcounts and percentages are not available prior to Fall 1993.

• These rates will differ from those reported by the USM and the MHEC due to their use of expanded definitions.

• Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

• Cohort size may not match historical record due to cohort adjustments meeting Federal guidelines.

Source: SPSS Longitudinal Research Files

Table 2:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2006

Entering Fall Cohort		Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
2006 Full Cohort	1033	963	832																							
		93.2%	80.5%																							
	African-American	125	124	107																						
		99.2%	85.6%																							
	White, non-Hispanic	826	765	667																						
		92.6%	80.8%																							
	82	74	56																							
		90.2%	70.7%																							
2005 Full Cohort	957	891	778	0	742	0	697																			
		93.1%	81.3%	0.0%	78%	0%	72.8%																			
	African-American	94	91	78	0	73	0	62																		
		96.8%	83.0%	0.0%	77.7%	0.0%	66.0%																			
	White, non-Hispanic	791	731	645	0	617	0	585																		
		92.4%	81.5%	0.0%	78.0%	0.0%	74.0%																			
	72	69	55	0	52	0	50																			
		95.8%	76.4%	0.0%	72.2%	0.0%	69.4%																			
2004 Full Cohort	982	910	815	0	782	0	735	1	707	11	694															
		92.7%	83.0%	0.0%	80%	0%	74.8%	0.1%	72.0%	1.1%	70.7%															
	African-American	75	74	60	0	54	0	49	0	47	0	43														
		98.7%	80.0%	0.0%	72.0%	0.0%	65.3%	0.0%	62.7%	0.0%	57.3%															
	White, non-Hispanic	798	735	670	0	642	0	611	1	587	8	578														
		92.1%	84.0%	0.0%	80.5%	0.0%	76.6%	0.1%	73.6%	1.0%	72.4%															
	109	101	85	0	86	0	75	0	73	3	73															
		92.7%	78.0%	0.0%	78.9%	0.0%	68.8%	0.0%	67.0%	2.8%	67.0%															
2003 Full Cohort	950	889	771	0	731	0	683	1	675	13	661	15	638	405	191								434			
		93.6%	81.2%	0.0%	76.9%	0.0%	71.9%	0.1%	71.1%	1.4%	69.6%	1.6%	67.2%	42.6%	20.1%								45.7%			
	African-American	81	79	67	0	62	0	60	0	59	1	58	0	59	21	29							22			
		97.5%	82.7%	0.0%	76.5%	0.0%	74.1%	0.0%	72.8%	1.2%	71.6%	0.0%	72.8%	25.9%	35.8%								27.2%			
	White, non-Hispanic	715	667	592	0	558	0	515	1	508	9	499	13	477	320	131							343			
		93.3%	82.8%	0.0%	78.0%	0.0%	72.0%	0.1%	71.0%	1.3%	69.8%	1.8%	66.7%	44.8%	18.3%								48.0%			
	154	143	112	0	111	0	108	0	108	3	104	2	102	64	31								69			
		92.9%	72.7%	0.0%	72.1%	0.0%	70.1%	0.0%	70.1%	1.9%	67.5%	1.3%	66.2%	41.6%	20.1%								44.8%			
2002 Full Cohort	900	822	718	0	695	0	659	1	645	4	640	21	620	380	208	86	130	84	40				406	576		
		91.3%	79.8%	0.0%	77.2%	0.0%	73.2%	0.0%	71.7%	0.4%	71.1%	2.3%	68.9%	42.2%	23.1%	9.6%	14.4%	9.3%	4.4%				45.1%	64.0%		
	African-American	84	81	63	0	61	0	62	0	57	0	54	0	54	16	31	8	20	14	7			16	38		
		96.4%	75.0%	0.0%	72.6%	0.0%	73.8%	0.0%	67.9%	0.0%	64.3%	0.0%	64.3%	19.0%	36.9%	9.5%	23.8%	16.7%	8.3%				19.0%	45.2%		
	White, non-Hispanic	716	652	584	0	562	0	528	0	522	3	521	18	504	331	147	68	90	62	25			352	482		
		91.1%	81.6%	0.0%	78.5%	0.0%	73.7%	0.0%	72.9%	0.4%	72.8%	2.5%	70.4%	46.2%	20.5%	9.5%	12.6%	8.7%	3.5%				49.2%	67.3%		
	100	89	71	0	72	0	69	1	66	1	65	3	62	33	30	10	20	8	8				38	56		
		89.0%	71.0%	0.0%	72.0%	0.0%	69.0%	1.0%	66.0%	1.0%	65.0%	3.0%	62.0%	33.0%	30.0%	10.0%	20.0%	8.0%	8.0%				38.0%	56.0%		
2001 Full Cohort	941	869	765	0	728	0	688	0	682	6	667	25	636	393	209	103	111	79	29	18	20	11	424	606	635	
		92.3%	81.3%	0.0%	77.4%	0.0%	73.1%	0.0%	72.5%	0.6%	70.9%	2.7%	67.6%	41.8%	22.2%	10.9%	11.8%	8.4%	3.1%	1.9%	2.1%	1.2%	45.1%	64.4%	67.5%	
	African-American	85	75	63	0	55	0	55	0	54	0	53	2	51	21	23	14	12	6	4	3	2	1	23	43	47
		88.2%	74.1%	0.0%	64.7%	0.0%	64.7%	0.0%	63.5%	0.0%	62.4%	2.4%	60.0%	24.7%	27.1%	16.5%	14.1%	7.1%	4.7%	3.5%	2.4%	1.2%	27.1%	50.8%	55.3%	
	White, non-Hispanic	746	698	622	0	597	0	560	0	556	4	548	19	525	338	168	77	87	67	20	13	15	10	361	505	528
		93.6%	83.4%	0.0%	80.0%	0.0%	75.1%	0.0%	74.5%	0.5%	73.5%	2.5%	70.4%	45.3%	22.5%	10.3%	11.7%	9.0%	2.7%	1.7%	2.0%	1.3%	48.4%	67.7%	70.8%	
	110	96	80	0	76	0	73	0	72	2	66	4	60	34	18	12	12	6	5	2	3	0	40	58	60	
		87.3%	72.7%	0.0%	69.1%	0.0%	66.4%	0.0%	65.5%	1.8%	60.0%	3.6%	54.5%	30.9%	16.4%	10.9%	10.9%	5.5%	4.5%	1.8%	2.7%	0.0%	36.4%	52.7%	54.5%	
2000 Full Cohort	929	873	767	0	746	0	701	1	688	6	666	19	647	445	178	83	99	58	37	13	20	10	471	612	635	
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.7%	2.0%	69.6%	47.9%	19.2%	8.9%	10.7%	6.2%	4.0%	1.4%	2.2%	1.1%	50.7%	65.9%	68.4%	
	African-American	32	30	24	0	23	0	19	0	19	0	17	1	17	9	8	2	5	2	3	1	1	1	10	14	16
		93.8%	75.0%	0.0%	71.9%	0.0%	59.4%	0.0%	59.4%	0.0%	53.1%	3.1%	53.1%	28.1%	25.0%	6.3%	15.6%	6.3%	9.4%	3.1%	3.1%	3.1%	31.3%	43.8%	50.0%	
	White, non-Hispanic	825	779	695	0	680	0	639	1	627	4	610	14	595	417	158	72	87	54	31	10	19	8	436	562	580
		94.4%	84.2%	0.0%	82.4%	0.0%	77.5%	0.1%	76.0%	0.5%	73.9%	1.7%	72.1%	50.5%	19.2%	8.7%	10.5%	6.5%	3.8%	1.2%	2.3%	1.0%	52.8%	68.1%	70.3%	
	72	64	48	0	43	0	43	0	42	2	39	4	35	19	12	9	7	2	3	2	0	1	25	36	39	
		88.9%	66.7%	0.0%	59.7%	0.0%	59.7%	0.0%	58.3%	2.8%	54.2%	5.6%	48.6%	26.4%	16.7%	12.5%	9.7%	2.8%	4.2%	2.8%	0.0%	1.4%	34.7%	50.0%	54.2%	
1999 Full Cohort	856	795	705	0	678	0	649	0	629	7	612	36	571	389	157	86	68	49	25	5	15	6	432	567	578	
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.2%	66.7%	45.4%	18.3%	10.8%	9.6%	5.7%	2.9%	0.6%	1.8%	0.7%	50.5%	66.2%	67.5%	
	African-American	36	29	22	0	23	0	22	0	23	0	23	0	23	9	12	5	8	5	5	1	2	1	9	19	21
		90.6%	61.1%	0.0%	63.9%	0.0%	61.1%	0.0%	63.9%	0.0%	63.9%	0.0%	63.9%	25.0%	33.3%	17.2%	36.4%	13.9%	13.9%	2.8%	5.6%	2.8%	25.0%	52.8%	58.3%	
	White, non-Hispanic	750	705	632	0	608	0	580	0	562	6	547	34	507	356	130	74	54	38	20	4	13	5	398	510	519
		94.0%	84.3%	0.0%	81.1%	0.0%	77.3%	0.0%	74.9%	0.8%	72.9%	4.5%	67.6%	47.7%	17.3%	10.5%	8.5%	5.1%	3.3%	0.5%	1.7%	0.7%	53.1%	68.0%	69.2%	
	70	61	51	0	47	0	47	0	44	1	42	2	41	22	15	7	6	6	0	0	0	0	25	38	38	
		87.1%	72.9%	0.0%	67.1%	0.0%	67.1%	0.0%	62.9%	1.4%	60.0%	2.9%	58.6%	31.4%	21.4%	11.5%	11.8%	8.6%	0.0%	0.0%	0.0%	0.0%	35.7%	54.3%	54.3%	

Table 2:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2006

Entering Fall Cohort	Cohort	Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year	5-year	6-year	
		Sem 2	Sem 1	Grade	Sem 2	Grade	Sem 1	Grade	Sem 2	Grade	Sem 1	Grade	Sem 2	Grade	Sem 1	Grade	Sem 2	Grade	Sem 1	Grade	Sem 2	Grade	Graduation Rate	Graduation Rate	Graduation Rate	
1998 Full Cohort	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25	10	18	10	411	575	595	
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.8%	15.5%	5.9%	2.7%	1.1%	2.0%	1.1%	44.9%	62.8%	65.0%	
	African-American	37	35	25	0	23	0	22	0	21	0	17	0	15	8	4	2	2	1	2	1	0	0	8	11	12
		94.6%	67.6%	0.0%	62.2%	0.0%	59.5%	0.0%	56.8%	0.0%	45.9%	0.0%	40.5%	21.6%	10.8%	5.7%	8.0%	2.7%	5.4%	2.7%	0.0%	0.0%	21.6%	29.7%	32.4%	
	White, non-Hispanic	766	720	631	0	602	0	575	0	570	0	556	20	533	335	203	100	103	48	18	9	13	6	355	503	518
	94.0%	82.4%	0.0%	78.7%	0.0%	75.2%	0.0%	74.5%	0.0%	72.7%	2.6%	69.6%	43.7%	26.5%	13.9%	16.3%	6.3%	3.0%	1.2%	1.7%	0.8%	46.3%	65.7%	67.6%		
Other	112	104	84	0	78	0	69	0	69	0	66	2	65	46	17	8	10	5	5	0	5	4	46	61	65	
	92.9%	75.0%	0.0%	69.0%	0.0%	61.1%	0.0%	61.1%	0.0%	58.4%	1.8%	58.0%	41.1%	15.2%	7.7%	11.9%	4.5%	4.5%	0.0%	4.5%	3.6%	42.9%	54.5%	58.0%		
1997 Full Cohort	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579	
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%	
	African-American	43	36	27	0	29	0	24	0	25	0	21	1	21	8	9	5	3	1	3	1	2	0	9	15	16
		83.7%	62.8%	0.0%	67.4%	0.0%	55.8%	0.0%	58.1%	0.0%	48.8%	2.3%	48.8%	18.6%	20.9%	11.6%	7.0%	2.3%	7.0%	2.3%	4.7%	0.0%	20.9%	34.9%	37.2%	
	White, non-Hispanic	804	763	670	0	642	0	596	0	592	5	577	25	542	358	185	92	101	55	50	14	51	5	388	535	554
	94.9%	83.3%	0.0%	79.9%	0.0%	74.1%	0.0%	73.6%	0.6%	71.8%	3.1%	67.4%	44.5%	23.0%	11.4%	12.6%	6.8%	6.2%	1.7%	6.3%	0.6%	48.3%	66.5%	68.9%		
Other	21	17	14	0	13	0	9	0	9	2	8	0	8	2	6	5	2	0	1	0	0	0	4	9	9	
	81.0%	66.7%	0.0%	61.9%	0.0%	42.9%	0.0%	42.9%	9.5%	38.1%	0.0%	38.1%	9.5%	28.6%	23.8%	9.5%	0.0%	4.8%	0.0%	0.0%	0.0%	19.0%	42.9%	42.9%		
1996 Full Cohort	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443	
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%	
	African-American	61	57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7	2	5	2	15	26	30
		93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%	3.3%	8.2%	3.3%	24.6%	42.6%	49.2%	
	White, non-Hispanic	609	583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30	9	24	6	280	390	405
	95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.5%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%	1.5%	3.9%	1.0%	46.0%	64.0%	66.5%		
Other	15	14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0	0	0	0	4	8	8	
	93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	26.7%	53.3%	53.3%		
1995 Full Cohort	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430	
		93.8%	83.5%	0.0%	73.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%	
	African-American	34	29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21
		85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%	
	White, non-Hispanic	591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401
	94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%		
Other	17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8	
	88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%		
1994 Full Cohort	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366	
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%	
	African-American	53	48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23
		90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%	
	White, non-Hispanic	609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338
	92.3%	80.5%	0.2%	75.9%	0.8%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%		
Other	16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5	
	87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%		
1993 Full Cohort	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420	
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%	
	African-American	55	42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	1	0	14	22	25	
		76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	1.8%	0.0%	25.5%	40.0%	45.5%		
	White, non-Hispanic	654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385
	92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.5%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%		
Other	17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	1	1	0	4	9	10	10	
	94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	5.9%	5.9%	0.0%	0.0%	23.5%	52.9%	58.8%		
Retention Rates		Year 1				Year 2				Year 3				Graduation Rates				4-year				5-year	6-year			
5-year average-ALL		81.2%				73.2%				70.8%				Average-ALL				47.4%				64.7%	67.0%			
African-American		81.3%				68.8%				61.7%				African-American				25.9%				44.4%	46.7%			
White, non-hispanic		82.1%				74.3%				72.5%				White, non-hispanic				50.3%				67.4%	69.4%			
Other		73.8%				68.7%				62.7%				Other				37.9%				53.5%	52.8%			

Notes: * Retention is reported as of the beginning of the semester.

* Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

* Semester by semester headcounts and percentages are not available prior to Fall 1993.

* These rates will differ from those reported by the USM and the MHEC due to their use of expanded definitions.

* Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

* Other includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

* Cohort size may not match historical record due to cohort adjustments meeting Federal guidelines.

Source: SPSS Longitudinal Research Files

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY GENDER
Fall 1993 through Fall 2006

Entering Fall Cohort		Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads					
2006	1033	963	832																								
		93.2%	80.5%																								
	Male	441	409	339																							
			92.7%	76.9%																							
Female	592	554	493																								
		93.6%	83.3%																								
2005	957	891	778	0	742	0	697																				
		93.1%	81.3%	0.0%	78%	0%	72.8%																				
	Male	432	397	339	0	321	0	296																			
			91.9%	78.5%	0.0%	74.3%	0.0%	68.5%																			
Female	525	494	439	0	421	0	401																				
		94.1%	83.6%	0.0%	80.2%	0.0%	76.4%																				
2004	982	910	815	0	762	0	735	1	707	11	694																
		92.7%	83.0%	0.0%	80%	0%	74.8%	0.1%	72.0%	1.1%	70.7%																
	Male	446	405	359	0	345	0	320	0	305	1	308															
			90.8%	80.5%	0.0%	77.4%	0.0%	71.7%	0.0%	68.4%	0.2%	69.1%															
Female	536	505	456	0	437	0	415	1	402	10	386																
		94.2%	85.1%	0.0%	81.5%	0.0%	77.4%	0.2%	75.0%	1.9%	72.0%																
2003	950	889	771	0	731	0	683	1	675	13	661	15	0	405	0									434			
		93.6%	81.2%	0.0%	76.9%	0.0%	71.9%	0.1%	71.1%	1.4%	69.6%	1.6%	0.0%	42.6%	0.0%									45.7%			
	Male	417	390	331	0	316	0	285	0	280	4	269	3	135										142			
			93.5%	79.4%	0.0%	75.8%	0.0%	68.3%	0.0%	67.1%	1.0%	64.5%	0.7%	0.0%	32.4%	0.0%									34.1%		
Female	533	499	440	0	415	0	398	1	395	9	392	12	270											292			
		93.6%	82.6%	0.0%	77.9%	0.0%	74.7%	0.2%	74.1%	1.7%	73.5%	2.3%	0.0%	50.7%	0.0%									54.8%			
2002	900	822	718	0	695	0	659	1	645	4	640	21	620	380	208	86	130	84	40					406	576		
		91.3%	79.8%	0.0%	77.2%	0.0%	73.2%	0.1%	71.7%	0.4%	71.1%	2.3%	68.9%	42.2%	23.1%	9.6%	14.4%	9.3%	4.4%					45.1%	64.0%		
	Male	375	339	279	0	268	0	247	1	243	2	237	3	231	110	111	33	76	43	28					116	192	
			90.4%	74.4%	0.0%	71.5%	0.0%	65.9%	0.3%	64.8%	0.5%	63.2%	0.8%	61.6%	29.3%	29.6%	8.8%	20.3%	11.5%	7.5%					30.9%	51.2%	
Female	525	483	439	0	427	0	412	0	402	2	403	18	389	270	97	53	54	41	12					290	384		
		92.0%	83.6%	0.0%	81.3%	0.0%	78.5%	0.0%	76.6%	0.4%	76.8%	3.4%	74.1%	51.4%	18.5%	10.1%	10.3%	7.8%	2.3%					55.2%	73.1%		
2001	941	869	765	0	728	0	688	0	673	6	668	25	636	393	209	103	111	79	29	18	20	11		424	606	635	
		92.3%	81.3%	0.0%	77.4%	0.0%	73.1%	0.0%	71.5%	0.6%	71.0%	2.7%	67.6%	41.8%	22.2%	10.9%	11.8%	8.4%	3.1%	1.9%	2.1%	1.2%		45.1%	64.4%	67.5%	
	Male	400	361	309	0	286	0	274	0	267	3	261	4	253	124	113	50	59	42	16	12	12	6	131	223	241	
			90.3%	77.3%	0.0%	71.5%	0.0%	68.5%	0.0%	66.8%	0.8%	65.3%	1.0%	63.3%	31.0%	28.3%	12.5%	14.8%	10.5%	4.0%	3.0%	3.0%	1.5%		32.8%	55.8%	60.3%
Female	541	508	456	0	442	0	414	0	406	3	407	21	383	269	96	53	52	37	13	6	8	5		293	383	394	
		93.9%	84.3%	0.0%	81.7%	0.0%	76.5%	0.0%	75.0%	0.6%	75.2%	3.9%	70.8%	49.7%	17.7%	9.8%	9.6%	6.8%	2.4%	1.1%	1.5%	0.9%		54.2%	70.8%	72.8%	
2000	929	873	767	0	746	0	701	1	688	6	666	19	647	445	178	83	99	58	37	13	20	10		471	612	635	
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.7%	2.0%	69.6%	47.9%	19.2%	8.9%	10.7%	6.2%	4.0%	1.4%	2.2%	1.1%		50.7%	65.9%	68.4%	
	Male	389	368	315	0	305	0	282	0	279	2	272	6	267	148	101	45	64	31	29	10	15	8	156	232	250	
			94.6%	81.0%	0.0%	78.4%	0.0%	72.5%	0.0%	71.7%	0.5%	69.9%	1.5%	68.6%	38.0%	26.0%	11.6%	16.5%	8.0%	7.5%	2.6%	3.9%	2.1%		40.1%	59.6%	64.3%
Female	540	505	452	0	441	0	419	1	409	4	394	13	380	297	77	38	35	27	8	3	5	2		315	380	385	
		93.5%	83.7%	0.0%	81.7%	0.0%	77.6%	0.2%	75.7%	0.7%	73.0%	2.4%	70.4%	55.0%	14.3%	7.0%	6.5%	5.0%	1.5%	0.6%	0.9%	0.4%		58.3%	70.4%	71.3%	
1999	856	795	705	0	678	0	649	0	629	7	612	36	571	389	157	86	68	49	25	5	15	6		432	567	578	
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.2%	66.7%	45.4%	18.3%	10.0%	7.9%	5.7%	2.9%	0.6%	1.8%	0.7%		50.5%	66.2%	67.5%	
	Male	337	307	274	0	268	0	246	0	237	1	236	7	223	133	78	42	35	26	13	0	9	4	141	209	213	
			91.1%	81.3%	0.0%	79.5%	0.0%	73.0%	0.0%	70.3%	0.3%	70.0%	2.1%	66.2%	39.5%	23.1%	12.5%	10.4%	7.7%	3.9%	0.0%	2.7%	1.2%		41.8%	62.0%	63.2%
Female	519	488	431	0	410	0	403	0	392	6	376	29	348	256	79	44	33	23	12	5	6	2		291	358	365	
		94.0%	83.0%	0.0%	79.0%	0.0%	77.6%	0.0%	75.5%	1.2%	72.4%	5.6%	67.1%	49.3%	15.2%	8.5%	6.4%	4.4%	2.3%	1.0%	1.2%	0.4%		56.1%	69.0%	70.3%	

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY GENDER
Fall 1993 through Fall 2006

Entering Fall	Cohort	Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate					
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads									
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25	10	18	10	411	575	595						
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.0%	12.6%	5.9%	2.7%	1.1%	2.0%	1.1%	44.9%	62.8%	65.0%						
	Male	394	366	303	0	287	0	270	0	274	0	264	0	261	133	128	62	64	28	17	8	10	8	133	223	239					
		92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%	0.0%	66.2%	33.8%	32.5%	15.7%	16.2%	7.1%	4.3%	2.0%	2.5%	2.0%	33.8%	56.6%	60.7%						
Female	521	493	437	0	416	0	397	0	386	0	375	22	352	256	96	48	51	26	8	2	8	2	278	352	356						
	94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%	4.2%	67.6%	49.1%	18.4%	9.2%	9.8%	5.0%	1.5%	0.4%	1.5%	0.4%	53.4%	67.6%	68.3%							
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579						
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%						
	Male	365	339	289	0	278	0	251	0	250	1	240	4	231	123	110	51	59	26	26	12	18	3	128	205	220					
		92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	65.8%	1.1%	63.3%	33.7%	30.1%	14.0%	16.2%	7.1%	7.1%	3.3%	4.9%	0.8%	35.1%	56.2%	60.3%						
Female	503	477	422	0	406	0	378	0	376	6	366	22	340	245	90	51	47	30	28	3	35	2	273	354	359						
	94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%	10.1%	9.3%	6.0%	5.6%	0.6%	7.0%	0.4%	54.3%	70.4%	71.4%							
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443						
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%						
	Male	296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25	7	17	5	93	166	178					
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	65.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%	2.4%	5.7%	1.7%	31.4%	56.1%	60.1%						
Female	389	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12	4	12	3	206	258	265						
	95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%	1.0%	3.1%	0.8%	53.0%	66.3%	68.1%							
1995	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430						
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%						
	Male	230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146					
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%						
Female	412	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284						
	94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%							
1994	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366						
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%						
	Male	282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137					
		91.8%	78.4%	0.4%	74.5%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%						
Female	396	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229						
	92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%							
1993	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420						
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%						
	Male	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160					
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%						
Female	405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260						
	92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%							
Retention Rates		Year 1		Year 2				Year 3				Year 4				Year 5				Year 6				4-year		5-year		6-year			
5-year average-ALL		81.2%		73.2%				70.8%				68.4%				66.0%				63.6%				Average-ALL		47.4%		64.7%		67.0%	
Male		77.9%		68.6%				66.4%				64.0%				61.6%				59.2%				Male		35.9%		57.0%		61.7%	
Female		83.6%		76.7%				74.1%				71.7%				69.3%				66.9%				Female		55.7%		55.5%		70.8%	

Note: * Retention is reported as of the beginning of the semester.

* Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

* Semester by semester headcounts and percentages are not available prior to Fall 1993.

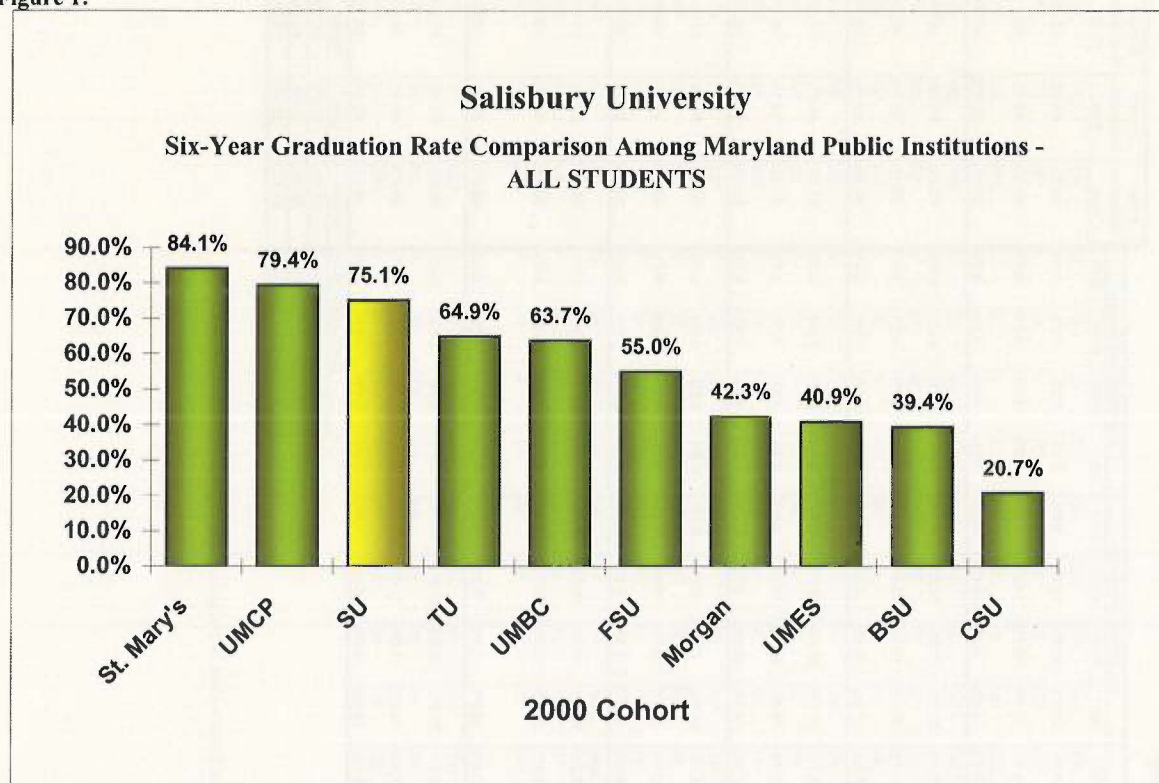
* These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

* Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

* Cohort size may not match historical record due to cohort adjustments matching Federal guidelines.

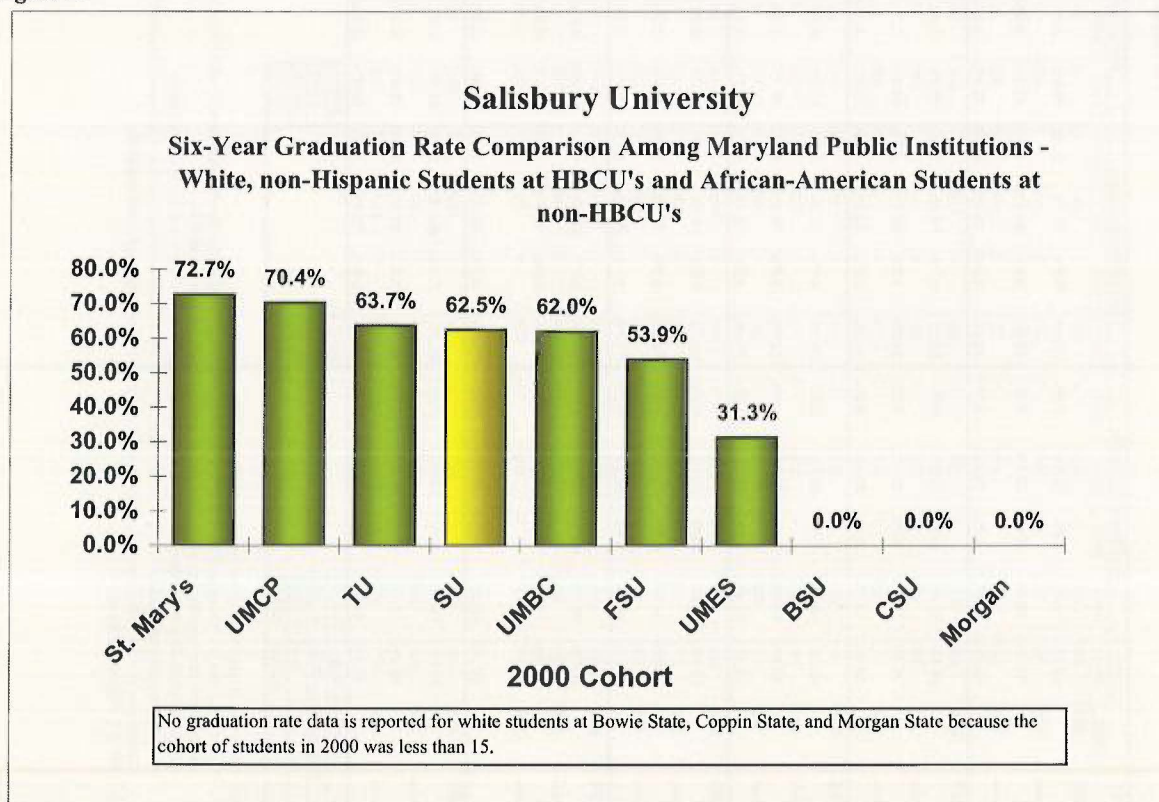
Source: SPSS Longitudinal Research Files

Figure 1:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2007.

Figure 2:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2007.

Figure 3: Comparison of 4, 5, and 6 Year Graduation Rates Among Selected USM Institutions
First-time, Full-time Degree-seeking Undergraduates
Graduating from any USM Institution by Institution of First Enrollment

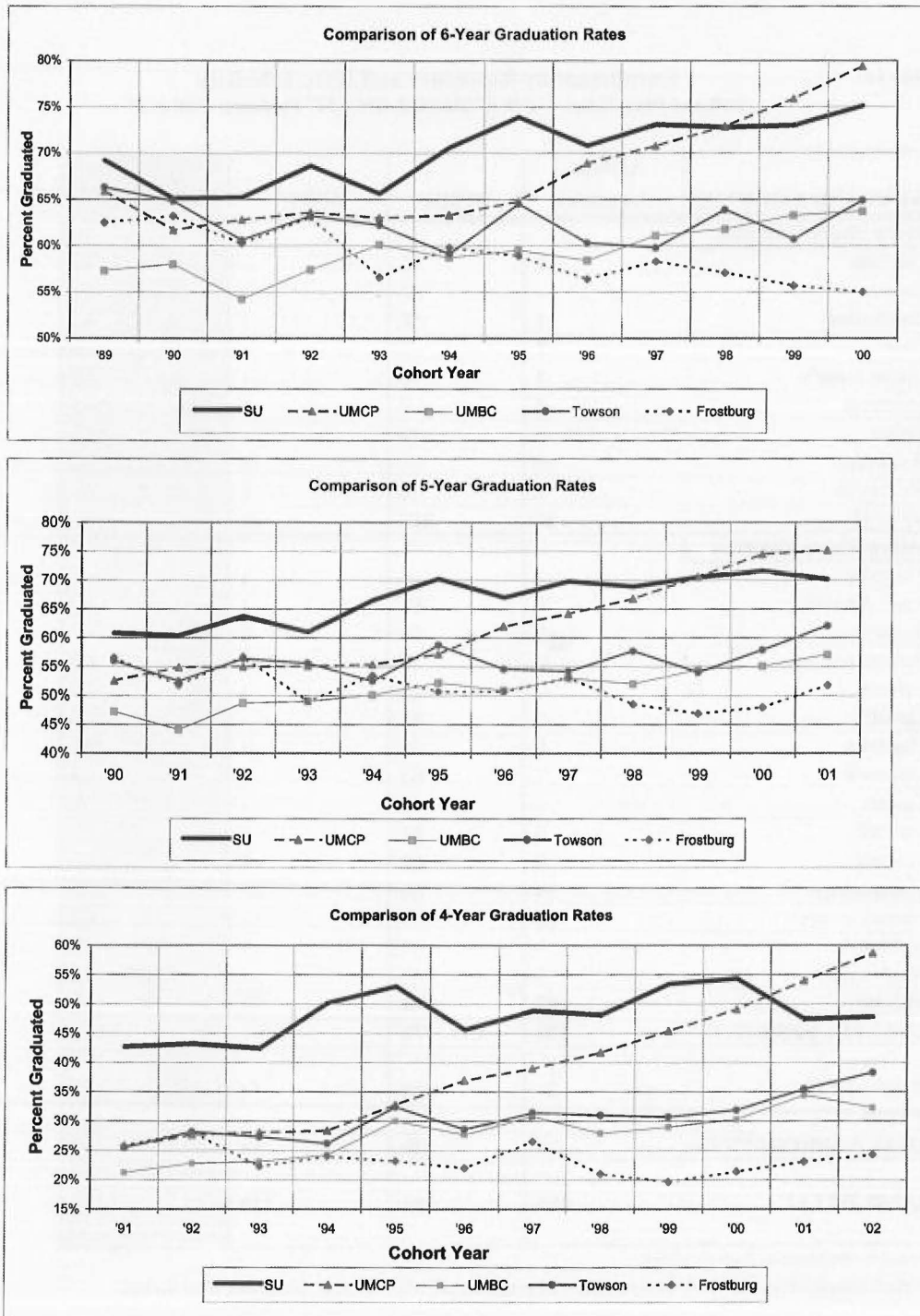


Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Undergraduates
All averages reflect the three most recent cohort years.

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	22.9%	48.9%	55.9%
Salisbury	49.8%	70.7%	73.6%
Towson	35.2%	58.0%	55.9%
UMBC	32.3%	55.6%	62.9%
UMCP	53.9%	73.4%	76.1%

Source: MHEC report
"Retention and Graduation
Rates at Maryland Public
Four-Year Institutions",
August 2007.

Table 1:

Enrollment by Residence and Race/Ethnicity
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2007

MARYLAND COUNTIES	African-American	White	Other ²	Total
Eastern Shore Counties				
Caroline	1	15	-	16
Cecil	-	27	1	28
Dorchester	1	16	1	18
Kent	1	5	-	6
Queen Anne's	1	16	1	18
Somerset	5	7	2	14
Talbot	-	13	-	13
Wicomico	19	95	18	132
Worcester	2	39	6	47
Subtotal	30	233	29	292
Western Shore Counties				
Allegany	-	1	1	2
Anne Arundel	4	67	4	75
Baltimore	10	93	8	111
Baltimore City	9	6	-	15
Calvert	3	21	3	27
Carroll	1	41	-	42
Charles	5	20	4	29
Frederick	-	51	7	58
Garrett	-	1	-	1
Harford	5	51	6	62
Howard	9	63	7	79
Montgomery	14	95	23	132
Prince George's	42	11	11	64
St. Mary's	-	11	1	12
Washington	-	10	-	10
Subtotal	102	542	75	719
TOTAL MD. RESIDENTS	132	775	104	1,011
OUT-OF-STATE	21	189	13	223
FOREIGN	-	1	1	2
TOTAL NONRESIDENTS	21	190	14	225
GRAND TOTAL	153	965	118	1,236

¹Includes first-time non-degree students.

²"Other" includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

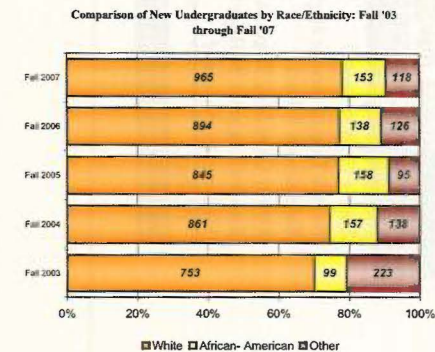
Table 1.1:

Enrollment by Residence and Race/Ethnicity Historical
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2003-Fall 2007

MARYLAND COUNTIES	Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007			
	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total
Eastern Shore Counties																				
Caroline	-	6	2	8	-	9	-	9	2	6	4	12	-	11	1	12	1	15	-	16
Cecil	-	13	2	15	-	18	-	18	-	19	1	20	1	15	2	18	-	27	1	28
Dorchester	1	8	4	13	1	22	2	25	1	12	2	15	-	9	3	12	1	16	1	18
Kent	-	4	3	7	-	8	-	8	1	7	-	8	-	-	-	-	1	5	-	6
Queen Anne's	-	16	1	17	-	8	2	10	1	8	-	9	-	10	-	19	1	16	1	18
Somerset	2	7	6	15	2	11	3	16	6	11	1	18	8	4	4	16	5	7	2	14
Talbot	1	11	2	14	1	6	1	8	-	11	2	13	-	11	2	13	-	13	-	13
Wicomico	12	76	34	122	21	108	21	150	18	87	15	120	11	127	26	164	19	95	18	132
Worcester	1	31	11	43	7	34	5	46	6	40	6	52	3	54	3	60	2	39	6	47
Subtotal	17	172	65	254	32	224	34	290	35	201	31	267	23	241	41	305	30	233	29	292
Western Shore Counties																				
Allegany	-	1	-	1	1	-	-	1	-	2	-	2	-	1	-	1	-	1	1	2
Anne Arundel	5	61	9	75	4	89	8	101	4	63	4	71	9	63	8	80	4	67	4	75
Baltimore	7	82	18	107	27	81	8	116	18	78	7	103	13	83	6	102	10	93	8	111
Baltimore City	5	-	-	5	8	7	1	16	10	4	-	14	8	8	-	16	9	6	-	15
Calvert	1	12	-	13	1	29	2	32	3	22	1	26	1	9	-	10	3	21	3	27
Carroll	-	30	5	35	1	40	2	43	2	35	-	37	-	38	1	39	1	41	-	42
Charles	-	13	4	17	1	14	4	19	-	6	1	7	5	19	3	27	5	20	4	29
Frederick	1	35	5	41	2	27	6	35	2	42	1	45	-	34	1	35	-	51	7	58
Garrett	-	-	-	-	-	2	-	2	-	-	-	-	1	2	-	3	-	1	-	1
Harford	3	39	5	47	2	38	8	48	2	45	-	47	4	70	2	76	5	51	6	62
Howard	3	53	11	67	7	55	10	72	6	55	1	62	15	57	4	76	9	63	7	79
Montgomery	9	58	37	104	9	62	17	88	16	90	23	129	16	76	15	107	14	95	23	132
Prince George's	39	21	14	74	39	17	4	60	37	20	3	60	32	15	5	52	42	11	11	64
St. Mary's	-	5	1	6	2	14	1	17	1	17	1	19	1	10	3	14	-	11	1	12
Washington	1	18	4	23	3	15	1	19	4	11	-	15	-	17	1	18	-	10	-	10
Subtotal	74	428	113	615	107	490	72	669	105	490	42	637	105	502	49	656	102	542	75	719
TOTAL MD. RESIDENTS	91	600	178	869	139	714	106	959	140	691	73	904	128	743	90	961	132	775	104	1,011
OUT-OF-STATE	8	153	32	193	18	146	27	191	17	154	17	188	10	151	29	190	21	189	13	223
FOREIGN COUNTRIES	-	-	13	13	-	1	5	6	1	-	5	6	-	-	7	7	-	1	1	2
TOTAL NONRESIDENTS	8	153	45	206	18	147	32	197	18	154	22	194	10	151	36	197	21	190	14	225
GRAND TOTAL	99	753	223	1,075	157	861	138	1,156	158	845	95	1,098	138	894	126	1,158	153	965	118	1,236

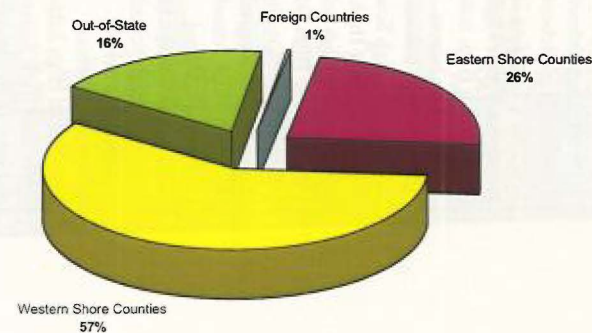
¹Includes first-time non-degree students.²Other² includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

Figure 1.1:



Source: Fall EIS file

Figure 1.2:

New Undergraduate Students by Geographic Origin: Fall 2007

**Table 2: Top Feeder High Schools to *Salisbury University*
Fall 2007**

Maryland High Schools	County	# of Freshmen	% of SU Freshman Class
Stephen Decatur High School	Worcester	29	2.5%
Bennett High School	Wicomico	25	2.2%
Parkside High School	Wicomico	22	1.9%
Fallston High School	Harford	19	1.7%
Mount Hebron High School	Howard	16	1.4%
Sherwood High School	Montgomery	16	1.4%
Wicomico High School	Wicomico	15	1.3%
Archbishop Spalding High School	Anne Arundel	14	1.2%
Broadneck Senior High School	Anne Arundel	12	1.0%
Gaithersburg High School	Montgomery	12	1.0%
Dulaney High School	Baltimore	11	1.0%
Frederick High School	Frederick	11	1.0%
Huntingtown High School	Calvert	11	1.0%
North Dorchester High School	Dorchester	11	1.0%
North Harford High School	Harford	11	1.0%
Thomas Stone High School	Charles	11	1.0%
Colonel Richardson High School	Caroline	10	0.9%
Colonel Zadok Magruder High School	Montgomery	10	0.9%
Linganore High School	Frederick	10	0.9%
Bel Air High School	Harford	9	0.8%
Calvert Hall College High School	Calvert	9	0.8%
Hammond High School	Howard	9	0.8%
Howard High School	Howard	9	0.8%
Liberty High School	Carroll	9	0.8%
Loch Raven High School	Baltimore	9	0.8%
North East High School	Cecil	9	0.8%
Northern High School	Calvert	9	0.8%
Snow Hill High School	Worcester	9	0.8%
South River High School	Anne Arundel	9	0.8%
Towson High Law & Public Policy	Baltimore	9	0.8%
Century High School	Westminster	8	0.7%
James Hubert Blake High School	Montgomery	8	0.7%
John Carroll High School	Harford	8	0.7%
Long Reach High School	Howard	8	0.7%
Maurice J. McDonough High School	Charles	8	0.7%
Rising Sun High School	Cecil	8	0.7%
TOTAL	36	423	36.8%
Out-of-State High Schools	State	# of Freshmen	% of SU Freshman Class
Delmar Middle & Senior High	Delaware	8	0.7%
Indian River High School Dagsboro	Delaware	8	0.7%
Point Pleasant Borough High School	New Jersey	7	0.6%
Sussex Technical High School	Delaware	4	0.3%
Ward Melville High School	New York	4	0.3%
Hauppauge High School	New York	4	0.3%
Dover High School	Delaware	3	0.3%
Sussex Central Senior High School	Delaware	3	0.3%
Salesianum School	Delaware	3	0.3%
Lower Cape May Regional High School	New Jersey	3	0.3%
Eastern Regional Sr High School	New Jersey	3	0.3%
Madison High School	New Jersey	3	0.3%
TOTAL	11	45	3.9%
Total first-time, degree-seeking students: All States/Counties		1,150	

Source: Fall POP file

Table 3:

**Applications/Acceptances/Enrollment First-time, Degree-seeking
Students: Fall 1997, Fall 2003 to Fall 2007**

Applicants for First Time Freshman Admission	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Within County						
Applied	173	186	180	195	258	250
% of grand total	4.0%	3.4%	3.6%	3.7%	4.4%	3.8%
Accepted	121	134	123	124	166	163
% of grand total	4.7%	4.6%	4.0%	4.1%	5.1%	4.4%
Selectivity	69.9%	72.0%	68.3%	63.6%	64.3%	65.2%
Enrolled	85	79	82	71	104	93
% of grand total	9.7%	8.3%	8.3%	7.4%	10.1%	8.1%
Yield	70.2%	59.0%	66.7%	57.3%	62.7%	57.1%
Outside County, In-State						
Applied	2,528	3,891	3,622	3,749	4,160	4,731
% of grand total	58.3%	70.1%	71.5%	70.8%	70.4%	71.8%
Accepted	1,488	1,978	2,164	2,128	2,211	2,580
% of grand total	58.2%	68.6%	69.7%	70.7%	68.3%	70.0%
Selectivity	58.9%	50.8%	59.7%	56.8%	53.1%	54.5%
Enrolled	543	684	720	710	744	839
% of grand total	62.1%	72.0%	73.0%	74.1%	72.0%	73.0%
Yield	36.5%	34.6%	33.3%	33.4%	33.6%	32.5%
Outside State						
Applied	1,614	1,434	1,202	1,296	1,422	1,537
% of grand total	37.2%	25.8%	23.7%	24.5%	24.1%	23.3%
Accepted	936	746	789	732	831	911
% of grand total	36.6%	25.9%	25.4%	24.3%	25.7%	24.7%
Selectivity	58.0%	52.0%	65.6%	56.5%	58.4%	59.3%
Enrolled	243	179	173	172	174	209
% of grand total	27.8%	18.8%	17.5%	18.0%	16.8%	18.2%
Yield	26.0%	24.0%	21.9%	23.5%	20.9%	22.9%
Nonresident Alien						
Applied	19	38	63	56	70	75
% of grand total	0.4%	0.7%	1.2%	1.1%	1.2%	1.1%
Accepted	11	26	29	27	30	30
% of grand total	0.4%	0.9%	0.9%	0.9%	0.9%	0.8%
Selectivity	57.9%	68.4%	46.0%	48.2%	42.9%	40.0%
Enrolled	4	8	11	5	11	9
% of grand total	0.5%	0.8%	1.1%	0.5%	1.1%	0.8%
Yield	36.4%	30.8%	37.9%	18.5%	36.7%	30.0%
GRAND TOTAL						
Applied	4,334	5,549	5,067	5,296	5,910	6,593
Accepted	2,556	2,884	3,105	3,011	3,238	3,684
Enrolled	875	950	986	958	1,033	1,150
Acceptance Rate	59.0%	52.0%	61.3%	56.9%	54.8%	55.9%
Yield	34.2%	32.9%	31.8%	31.8%	31.9%	31.2%

Source: Fall AIS file

Figure 2:

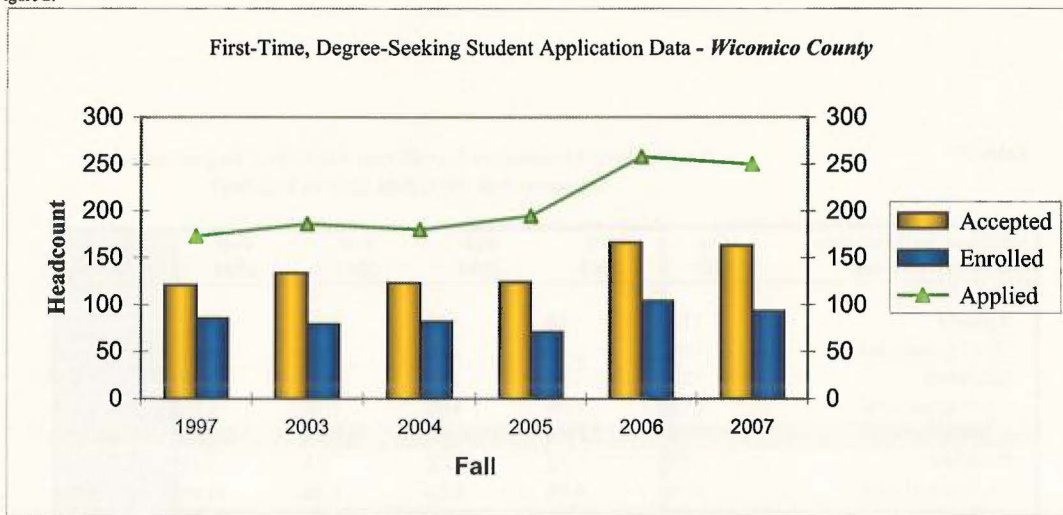


Figure 3:

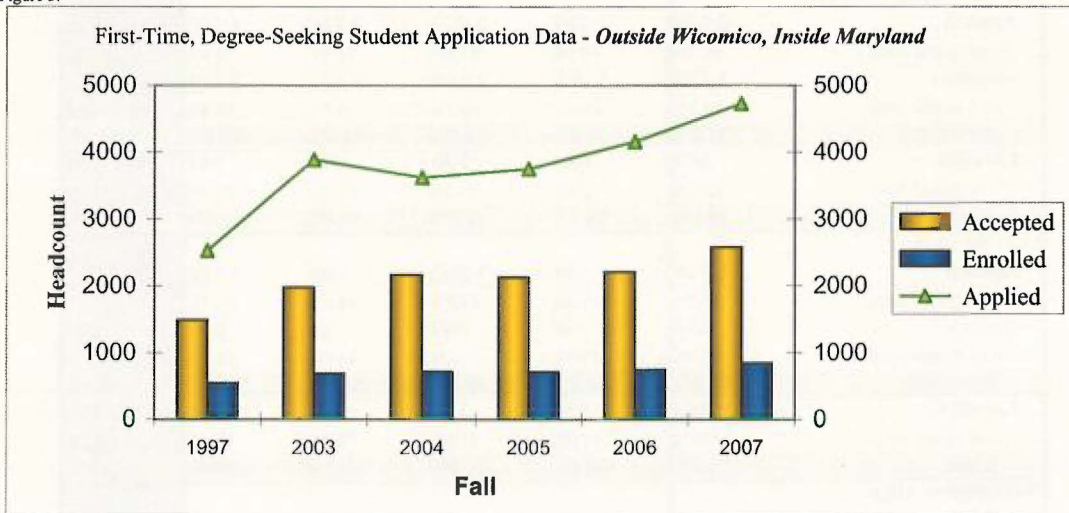
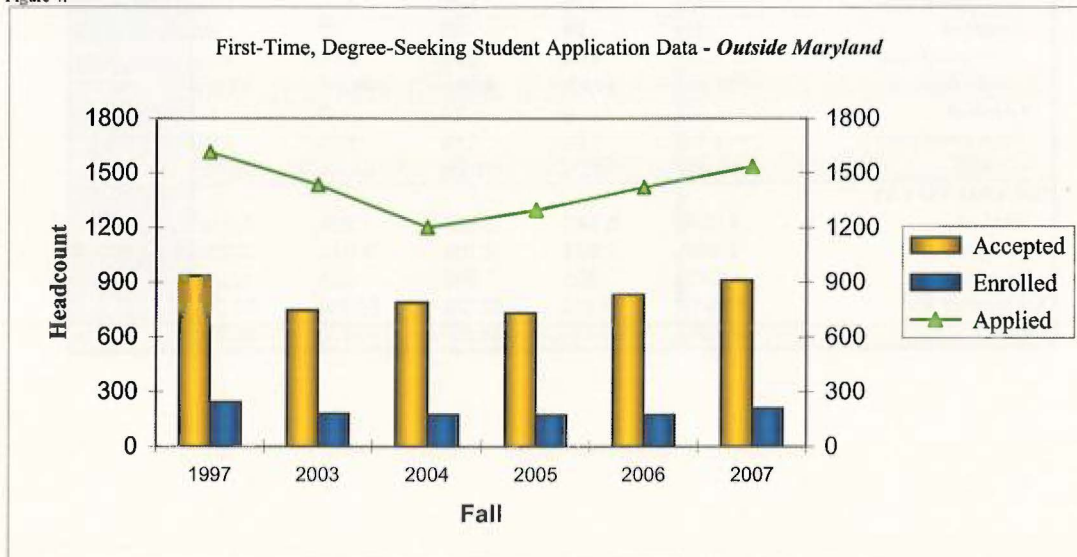


Figure 4:



Source: Fall AIS file

Table 4:

Applications/Acceptances/Enrollment Transfer Students :
Fall 1997, Fall 2003 to Fall 2007

Applicants for Transfer From Other Institutions	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Within County						
Applied	125	198	170	168	245	194
% of grand total	12.3%	14.8%	11.5%	10.7%	13.4%	10.9%
Accepted	110	171	149	143	213	165
% of grand total	13.8%	16.2%	12.7%	11.7%	15.2%	11.9%
Selectivity	88.0%	86.4%	87.6%	85.1%	86.9%	85.1%
Enrolled	102	129	114	102	161	124
% of grand total	17.1%	19.1%	15.6%	14.2%	18.7%	15.0%
Yield	92.7%	75.4%	76.5%	71.3%	75.6%	75.2%
Outside County, In-State						
Applied	607	912	1,032	1,114	1,224	1,233
% of grand total	59.8%	68.4%	69.8%	71.0%	67.1%	69.0%
Accepted	476	727	822	883	930	947
% of grand total	59.7%	68.8%	70.1%	72.5%	66.3%	68.6%
Selectivity	78.4%	79.7%	79.7%	79.3%	76.0%	76.8%
Enrolled	368	466	521	537	587	585
% of grand total	61.8%	69.0%	71.5%	75.0%	68.2%	70.7%
Yield	77.3%	64.1%	63.4%	60.8%	63.1%	61.8%
Outside State						
Applied	261	207	243	242	297	293
% of grand total	25.7%	15.5%	16.4%	15.4%	16.3%	16.4%
Accepted	201	151	182	169	222	219
% of grand total	25.2%	14.3%	15.5%	13.9%	15.8%	15.9%
Selectivity	77.0%	72.9%	74.9%	69.8%	74.7%	74.7%
Enrolled	116	77	89	66	92	96
% of grand total	19.5%	11.4%	12.2%	9.2%	10.7%	11.6%
Yield	57.7%	51.0%	48.9%	39.1%	41.4%	43.8%
Nonresident Alien						
Applied	22	17	33	45	57	66
% of grand total	2.2%	1.3%	2.2%	2.9%	3.1%	3.7%
Accepted	10	7	19	23	37	50
% of grand total	1.3%	0.7%	1.6%	1.9%	2.6%	3.6%
Selectivity	45.5%	41.2%	57.6%	51.1%	64.9%	75.8%
Enrolled	9	3	5	11	21	22
% of grand total	1.5%	0.4%	0.7%	1.5%	2.4%	2.7%
Yield	90.0%	42.9%	26.3%	47.8%	56.8%	44.0%
GRAND TOTAL						
Applied	1,015	1,334	1,478	1,569	1,823	1,786
Accepted	797	1,056	1,172	1,218	1,402	1,381
Enrolled	595	675	729	716	861	827
Acceptance Rate	78.5%	79.2%	79.3%	77.6%	76.9%	77.3%
Yield	74.7%	63.9%	62.2%	58.8%	61.4%	59.9%

Source: Fall AIS file

Figure 5:

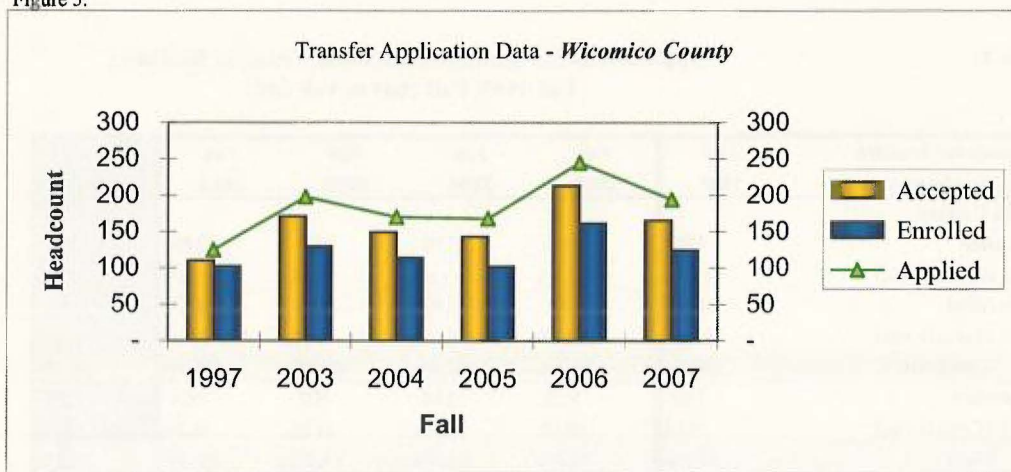


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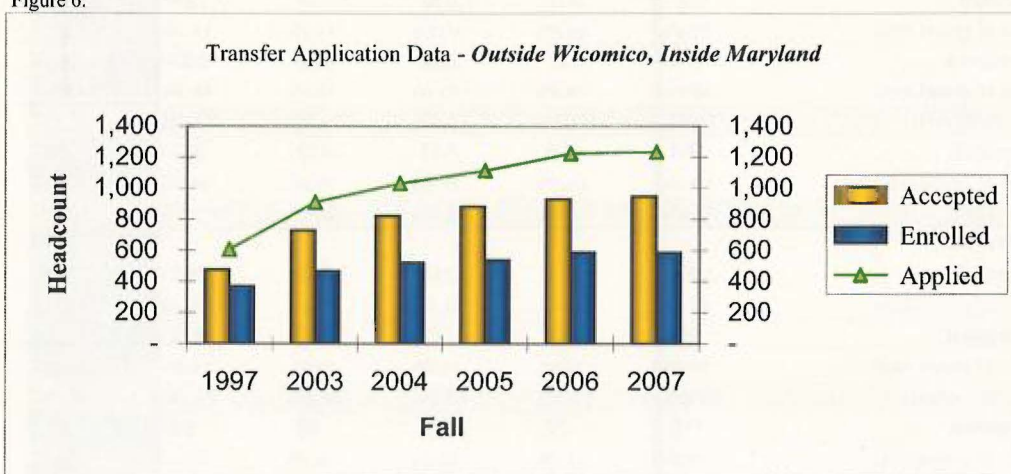
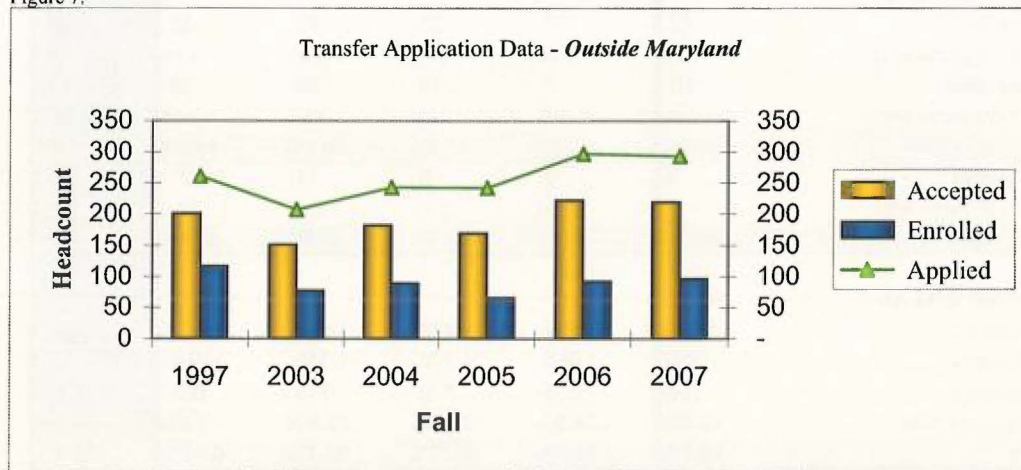


Figure 7:



Source: Fall AIS file

Table 5:

Applications/Acceptances/Enrollment by Race/Ethnicity
First-time, Degree-seeking Students, Fall 2007

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	45	1	16	10	176	2	250	3.8%
Accepted	18	1	11	5	126	2	163	4.4%
Enrolled	12	1	5	2	72	1	93	8.1%
Outside County, In-State								
Applied	852	27	187	168	3,457	40	4,731	71.8%
Accepted	272	13	127	103	2,048	17	2,580	70.0%
Enrolled	100	6	31	23	676	3	839	73.0%
Outside State								
Applied	115	6	21	37	1,347	11	1,537	23.3%
Accepted	39	3	16	24	823	6	911	24.7%
Enrolled	14	2	4	2	186	1	209	18.2%
Foreign Country								
Applied	-	-	-	-	-	75	75	1.1%
Accepted	-	-	-	-	-	30	30	0.8%
Enrolled	-	-	-	-	-	9	9	0.8%
GRAND TOTAL								
Applied	936	31	219	202	4,456	123	6,593	
% applied by race/ethnicity	14.2%	0.5%	3.3%	3.1%	67.6%	1.9%		
Accepted	329	17	154	132	2,997	55	3,684	
% accepted by race/ethnicity	8.9%	0.5%	4.2%	3.6%	81.4%	1.5%		
Enrolled	126	9	40	27	934	14	1,150	
% enrolled by race/ethnicity	11.0%	0.8%	3.5%	2.3%	81.2%	1.2%		
Acceptance Rate	35.1%	54.8%	70.3%	65.3%	67.3%	44.7%	55.9%	
Yield	38.3%	52.9%	26.0%	20.5%	31.2%	25.5%	31.2%	

Table 6:

Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students, Fall 2007

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	46	1	12	11	121	3	194	10.9%
Accepted	35	1	11	8	108	2	165	11.9%
Enrolled	26	-	10	8	78	2	124	15.0%
Outside County, In-State								
Applied	234	11	30	32	910	16	1,233	69.0%
Accepted	140	9	24	24	738	12	947	68.6%
Enrolled	77	8	10	12	472	6	585	70.7%
Outside State								
Applied	38	1	7	14	227	6	293	16.4%
Accepted	16	1	5	11	182	4	219	15.9%
Enrolled	7	-	1	6	82	-	96	11.6%
Foreign Country								
Applied	-	-	-	-	-	66	66	3.7%
Accepted	-	-	-	-	-	50	50	3.6%
Enrolled	-	-	-	-	-	22	22	2.7%
GRAND TOTAL								
Applied	318	13	49	57	1,258	91	1,786	
% applied by race/ethnicity	4.8%	0.2%	0.7%	0.9%	19.1%	1.4%		
Accepted	191	11	40	43	1,028	68	1,381	
% accepted by race/ethnicity	5.2%	0.3%	1.1%	1.2%	27.9%	1.8%		
Enrolled	110	8	21	26	632	30	827	
% enrolled by race/ethnicity	9.6%	0.7%	1.8%	2.3%	55.0%	2.6%		
Acceptance Rate	60.1%	84.6%	81.6%	75.4%	81.7%	74.7%	77.3%	
Yield	57.6%	72.7%	52.5%	60.5%	61.5%	44.1%	59.9%	

Table 6.1:

NEW Degree-seeking Student Enrollment: Undergraduate by School, Discipline & Admit Type, Fall 2007

Program	First-time Students	% of total program enrollment	New Transfers	% of total program enrollment	All New Undergraduates	% of total program enrollment	Total Undergraduates by Program
Fulton School of Liberal Arts							
Art	5	6.8%	5	6.8%	10	13.5%	74
Art (Fine)	26	15.1%	26	15.1%	52	30.2%	172
Communication Arts	43	8.9%	47	9.7%	90	18.6%	485
Conflict Resolution	4	8.9%	8	17.8%	12	26.7%	45
English	27	13.9%	22	11.3%	49	25.3%	194
Engl for Spkrs of other Lng	-	0.0%	-	0.0%	-	0.0%	4
Environmental Issues	7	21.2%	6	18.2%	13	39.4%	33
French	1	16.7%	-	0.0%	1	16.7%	6
History	27	12.6%	24	11.2%	51	23.8%	214
Interdisciplinary Studies	2	2.2%	5	5.5%	7	7.7%	91
International Studies	13	25.0%	7	13.5%	20	38.5%	52
Music	9	20.5%	3	6.8%	12	27.3%	44
Philosophy	4	9.5%	3	7.1%	7	16.7%	42
Political Science	29	24.2%	16	13.3%	45	37.5%	120
Psychology	62	17.3%	45	12.5%	107	29.8%	359
Sociology	6	10.5%	11	19.3%	17	29.8%	57
Spanish	6	17.6%	4	11.8%	10	29.4%	34
Theatre	3	12.5%	-	0.0%	3	12.5%	24
Subtotal	274	13.4%	232	11.3%	506	24.7%	2,050
Henson School of Science & Technology							
Biology	109	23.6%	47	10.2%	156	33.8%	462
Chemistry	22	25.6%	9	10.5%	31	36.0%	86
CLS/Medical Technology	5	13.9%	7	19.4%	12	33.3%	36
Computer Science	27	33.3%	12	14.8%	39	48.1%	81
Environmental Health	2	10.5%	-	0.0%	2	10.5%	19
Geography	8	7.3%	12	10.9%	20	18.2%	110
Mathematics	23	24.0%	6	6.3%	29	30.2%	96
Nursing	91	21.8%	79	18.9%	170	40.7%	418
Physics	13	31.0%	2	4.8%	15	35.7%	42
Respiratory Therapy	2	2.7%	6	8.2%	8	11.0%	73
Subtotal	302	21.2%	180	12.6%	482	33.9%	1,423
Perdue School of Business							
Accounting	38	14.3%	26	9.8%	64	24.1%	266
Business Administration	196	31.5%	118	18.9%	314	50.4%	623
Economics	2	5.6%	3	8.3%	5	13.9%	36
Finance	14	8.2%	20	11.7%	34	19.9%	171
Information Systems	5	6.2%	8	9.9%	13	16.0%	81
Management	7	3.0%	18	7.8%	25	10.9%	230
Marketing	23	8.4%	27	9.8%	50	18.2%	275
Subtotal	285	16.9%	220	13.1%	505	30.0%	1,682
Seidel School of Education and Professional Studies							
Athletic Training	47	36.4%	12	9.3%	59	45.7%	129
Early Childhood Education	23	14.6%	19	12.0%	42	26.6%	158
Elementary Education	71	16.5%	41	9.5%	112	26.0%	430
Exercise Science	25	10.8%	25	10.8%	50	21.6%	231
Health Education	8	32.0%	4	16.0%	12	48.0%	25
Physical Education	18	10.7%	20	11.9%	38	22.6%	168
Social Work	7	4.4%	40	25.2%	47	29.6%	159
Subtotal	199	15.3%	161	12.4%	360	27.7%	1,300
Undeclared major ¹	90	33.2%	34	12.5%	124	45.8%	271
Non-degree students					86	40.0%	215
TOTAL	1,150	16.6%	827	11.9%	2,063	29.7%	6,941

¹Degree-Seeking Students who have not declared a major.

Sources: Fall AIS, EIS, and POP files

F-12.1

Table 7:

SAT Score Ranges
New First-time, Degree-seeking Students
Fall 2003 - Fall 2007

	Fall 2003 #/ % of Total		Fall 2004 #/ % of Total		Fall 2005 #/ % of Total		Fall 2006 #/ % of Total		Fall 2007 #/ % of Total	
SAT-CRITICAL READING (formerly Verbal)										
Score Ranges										
700-800	22	2.3%	19	1.9%	24	2.5%	7	0.7%	20	1.7%
600-699	215	22.6%	204	20.7%	235	24.5%	208	20.1%	190	16.5%
500-599	552	58.1%	596	60.4%	543	56.7%	604	58.5%	544	47.3%
Sub-total		83.1%		83.1%		83.7%		79.3%		65.6%
400-499	141	14.8%	152	15.4%	119	12.4%	190	18.4%	135	11.7%
300-399	5	0.5%	4	0.4%	4	0.4%	8	0.8%	3	0.3%
200-299	-	-	-	-	-	-	-	-	-	-
Others ²	15	1.6%	11	1.1%	33	3.4%	16	1.5%	258	22.4%
Total First-time Students ¹	950	100.0%	986	100.0%	958	100.0%	1,033	100.0%	1,150	100.0%
MEAN Score	555		553		561		546		555	
SAT-MATH										
Score Ranges										
700-800	36	3.8%	23	2.3%	33	3.4%	18	1.7%	24	2.1%
600-699	323	34.0%	284	28.8%	302	31.5%	263	25.5%	264	23.0%
500-599	486	51.2%	557	56.5%	511	53.3%	555	53.7%	476	41.4%
Sub-total		88.9%		87.6%		88.3%		80.9%		66.4%
400-499	90	9.5%	108	11.0%	74	7.7%	174	16.8%	120	10.4%
300-399	-	-	3	0.3%	5	0.5%	7	0.7%	8	0.7%
200-299	-	-	-	-	-	-	-	-	-	-
Others ²	15	1.6%	11	1.1%	33	3.4%	16	1.5%	258	22.4%
Total First-time Students ¹	950	100.0%	986	100.0%	958	100.0%	1,033	100.0%	1,150	100.0%
MEAN Score	578		568		575		558		565	
SAT-COMBINED (CR+M)										
Score Ranges										
1500-1600	1	0.1%	-	-	2	0.2%	1	0.1%	4	0.4%
1400-1499	5	0.5%	8	0.8%	11	1.1%	5	0.5%	8	0.9%
1300-1399	63	6.6%	41	4.2%	47	4.9%	30	2.9%	34	3.8%
1200-1299	170	17.9%	150	15.2%	172	18.0%	145	14.0%	158	17.7%
Sub-total		25.2%		20.2%		24.2%		17.5%		22.9%
1100-1199	354	37.3%	376	38.1%	371	38.7%	353	34.2%	321	36.0%
1000-1099	280	29.5%	327	33.2%	256	26.7%	354	34.3%	272	30.5%
Sub-total		66.7%		71.3%		65.4%		68.4%		66.5%
900-999	53	5.6%	63	6.4%	55	5.7%	105	10.2%	82	9.2%
800-899	-	-	10	1.0%	11	1.1%	22	2.1%	13	1.5%
700-799	-	-	-	-	-	-	1	0	-	-
600-699	-	-	-	-	-	-	1	0	-	-
500-599	-	-	-	-	-	-	-	-	-	-
Others ²	24	2.5%	11	1.1%	33	3.4%	16	1.5%	-	0.0%
Total First-time Students ¹	950	100%	986	100%	958	100%	1,033	100%	892	100%
MEAN Score	1,133		1,121		1,136		1,104		1,120	
SAT-WRITING										
Score Ranges										
700-800							10	1.0%	14	1.2%
600-699							177	17.1%	182	15.8%
500-599							597	57.8%	547	47.6%
Sub-total								75.9%		64.6%
400-499							206	19.9%	141	12.3%
300-399							8	0.8%	3	0.3%
200-299							-	-	-	-
Others ²							35	3.4%	263	22.9%
Total First-time Students ¹							1,033	100.0%	1,150	100.0%
MEAN Score							543		552	
SAT-COMBINED (CR+M+W)										
Score Ranges										
2300-2400							-	0.0%	-	0.0%
2200-2299							1	0.1%	2	0.2%
2100-2199							4	0.4%	8	0.8%
2000-2099							10	1.0%	15	1.5%
1900-1999							34	3.3%	35	3.4%
1800-1899							105	10.2%	113	10.9%
Sub-total								14.9%		16.7%
1700-1799							179	17.3%	182	15.8%
1600-1699							299	28.9%	275	23.9%
1500-1599							250	24.2%	165	14.3%
Sub-total								70.5%		54.1%
1400-1499							67	6.5%	59	5.1%
1300-1399							41	4.0%	30	2.6%
1200-1299							7	0.7%	3	0.3%
1100-1199							1	0.1%	-	0.0%
Others ²							35	3.4%	263	22.9%
Total First-time Students ¹							1,033	100%	1,150	100%
MEAN Score							1,646		1,672	

NOTES: ¹Total number includes full and part-time first-time students.²Others are first-time students without SAT scores.³First-time students had the option of submitting SAT-Writing scores with their Fall 2006 admissions application.

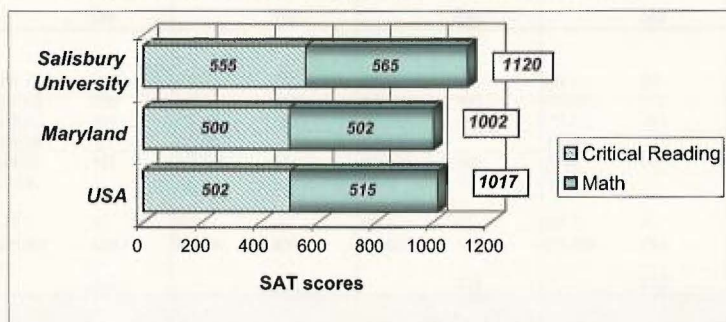
Table 8:

**Comparison of MEAN SAT scores at Salisbury University, Maryland, and USA for Traditional Two-part Exam
Fall 2003-2007**

Year	Total Entering	Total w/ Scores	Salisbury University			Maryland			USA			High School GPA
			Critical Reading	Math	Composite	Critical Reading	Math	Composite	Critical Reading	Math	Composite	
2003	950	935	555	578	1133	509	515	1024	507	519	1026	3.47
2004	986	975	553	568	1121	511	515	1026	508	518	1026	3.45
2005	958	925	561	575	1136	511	515	1026	508	520	1028	3.46
2006	1033	1017	546	558	1104	503	509	1012	503	518	1021	3.43
2007	1150	892	555	565	1120	500	502	1002	502	515	1017	3.50

Figure 8:

2007 SAT Mean Scores, Two-part Exam: USA, Maryland, & SU



**Table 9: Comparison of MEAN SAT scores at Salisbury University, Maryland, and USA including New Writing Section
Fall 2006-2007**

Year	Total Entering	Total Scores	Salisbury University				Maryland				USA			
			Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite
2006	1033	998	546	558	543	1647	503	509	499	1511	503	518	497	1518
2007	1150	887	555	565	552	1672	500	502	496	1498	502	515	494	1511

Figure 9:

2007 SAT Mean Scores, Three-part Exam: USA, Maryland, & SU

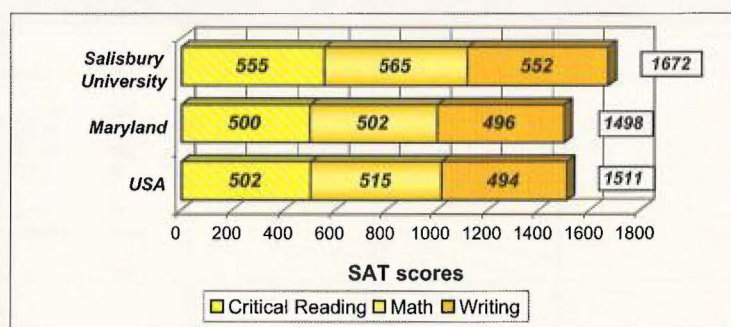


Table 10:

Comparison of 2007 SAT Scores by Percentiles for SU, Maryland, and USA

	25th Percentile				50th Percentile				75th Percentile			
	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite
Salisbury University	510	520	520	1550	550	560	550	1660	590	610	590	1790
Maryland	420	410	410	1240	500	500	490	1490	580	590	580	1750
USA	430	430	420	1280	500	510	490	1500	580	590	570	1740

Notes: Composite score is the total of the part scores for either the two or three-part exam. The Critical Reading portion of the exam was formerly known as Verbal.

The Writing part of the exam was administered beginning in March 2005.

Source for USA and Maryland SAT scores is the College Board. SU scores are from SU database.

Undergraduate Financial Aid Awards Summary
AY 01-02 through AY 06-07

Table 1:

Type	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07	% of FY '07 UG FTES*
GRANTS							
Pell Grants	940	1,232	1,000	1,026	916	987	15.0%
SEOG	220	363	282	257	265	274	4.2%
Other Federal Grants	18	31	64	70	72	89	1.4%
Educational Assistance Grants	-	942	776	803	929	1,129	17.1%
Guaranteed Access Grants	-	44	34	34	33	35	0.5%
Part-Time Grants	-	33	24	38	36	43	0.7%
Grants from Private Sources	19	17	17	16	14	13	0.2%
Institutional Grants	134	270	550	675	690	611	9.3%
Academic Competitiveness Grant	-	-	-	-	-	160	2.4%
National SMART Grant	-	-	-	-	-	33	0.5%
Subtotal UG Grants	1,331	2,932	2,747	2,919	2,955	3,374	
LOANS							
Federal Perkins Loans	152	154	125	135	131	126	1.9%
Federal Stafford Loans	2,910	5,052	3,819	4,023	3,846	3,713	56.4%
Federal PLUS Loans ¹	1,085	1,625	1,292	1,416	1,453	1,346	20.4%
Loans from Private Sources	101	209	224	291	402	484	7.4%
Subtotal UG Loans	4,248	7,040	5,460	5,865	5,832	5,669	
SCHOLARSHIPS							
General State Scholarships	774	-	-	-	-	-	
Developmental Workforce TAP	-	-	5	4	7	9	0.1%
State Distinguished	33	38	22	22	25	19	0.3%
Delegates	199	377	264	312	371	396	6.0%
Senatorial	260	456	360	393	386	365	5.5%
All Other Scholarships from Commission ²	586	-	-	-	-	-	0.0%
HOPE General	-	145	63	52	27	-	0.0%
Distinguished Scholar/Teacher Educ.	-	-	5	5	5	4	0.1%
MD Teacher	-	492	271	182	83	27	0.4%
State Nursing & Living Expense	-	41	18	62	57	66	1.0%
Science & Technology	-	128	50	34	14	2	0.0%
Edward T. Conroy Memorial	-	-	2	1	1	3	0.0%
Child Care Provider Development	-	-	-	-	1	1	0.0%
Christa McAuliffe Scholarship	-	-	-	-	2	6	0.1%
Distinguished Scholar CC Trnsfr Award	-	-	-	-	10	13	0.2%
Other Institutional	248	379	295	333	406	418	6.3%
Other Private	803	1,131	702	766	890	647	9.8%
Tuition waivers/Employee/Dependent	247	337	494	283	462	303	4.6%
Tuition waivers for Sr/Disabled Citizens	25	22	19	25	15	15	0.2%
Tuition waivers to students	235	280	20	214	153	430	6.5%
GEAR UP Scholarship	-	-	-	-	-	10	0.2%
Subtotal UG Scholarships	3,410	3,826	2,590	2,688	2,915	2,734	
STUDENT EMPLOYMENT							
Federal College Work-Study	96	124	101	91	83	69	1.0%
Instnl Work-Study Student Employment	96	-	-	-	-	-	
Subtotal Student Employment	192	124	101	91	83	69	
Total Awards for ALL Types of Aid	9,181	13,922	10,898	11,563	11,785	11,846	
Recipients (unduplicated)	4,305	4,555	4,450	4,544	4,634	4,751	72.1%
Average Award	\$3,261	\$2,341	\$3,286	\$3,363	\$3,443	\$3,683	
Average Dollars per Recipient	\$6,955	\$7,157	\$8,047	\$8,558	\$8,757	\$9,183	
Total Dollar Amount of Aid	\$29,941,007	\$32,597,969	\$35,810,940	\$38,889,011	\$40,581,010	\$43,629,574	

*UG FTES for FY '07 = 6,585

¹ PLUS is a program whereby parents take out loans on behalf of the education of their children.

² Indicates Maryland Higher Education Commission through the State Scholarship Board.

Source: FAIS, Formerly MHEC S-5 completed by SU's Financial Aid Office

Table 2:

Salisbury University
Financial Aid Comparison Among Select Maryland Public Institutions
FY 2006

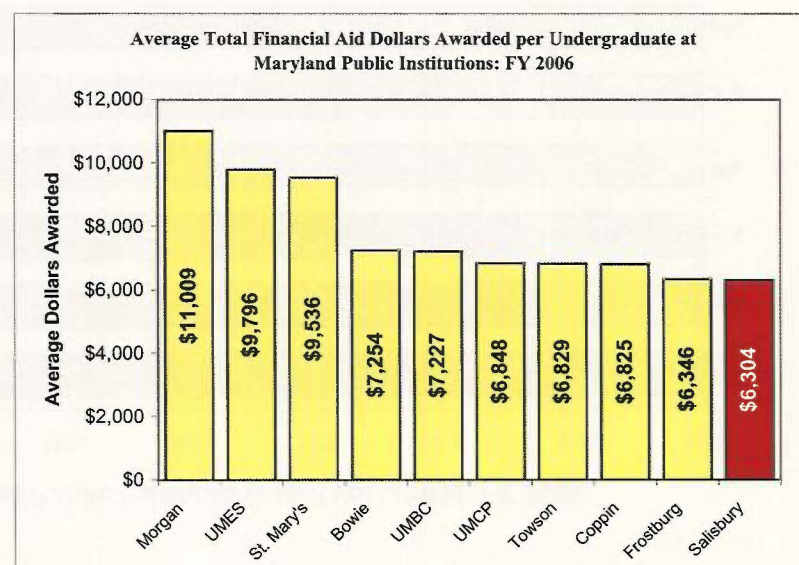
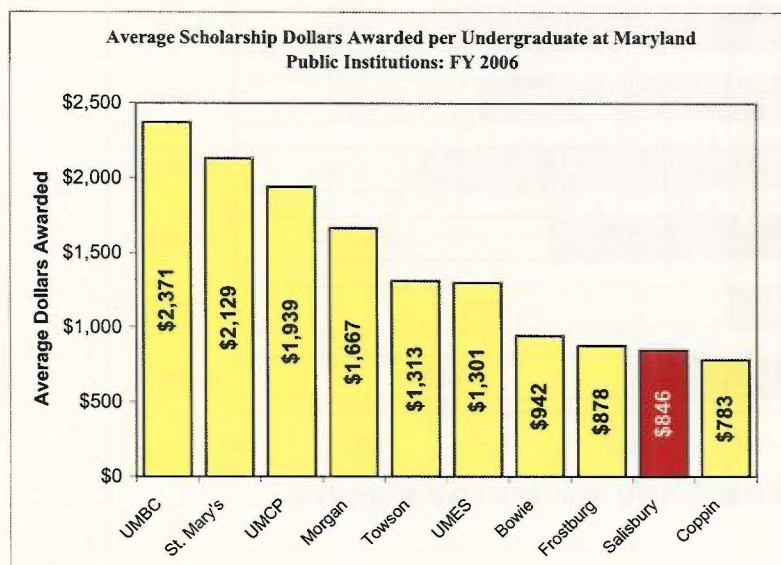
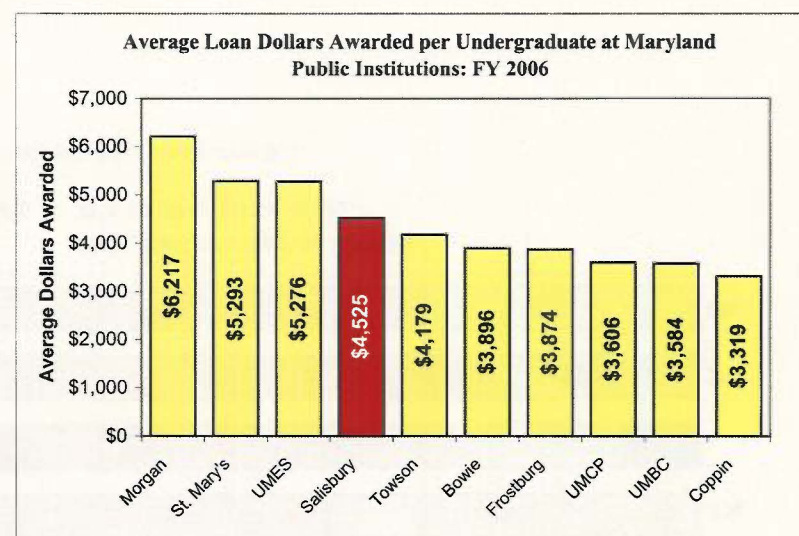
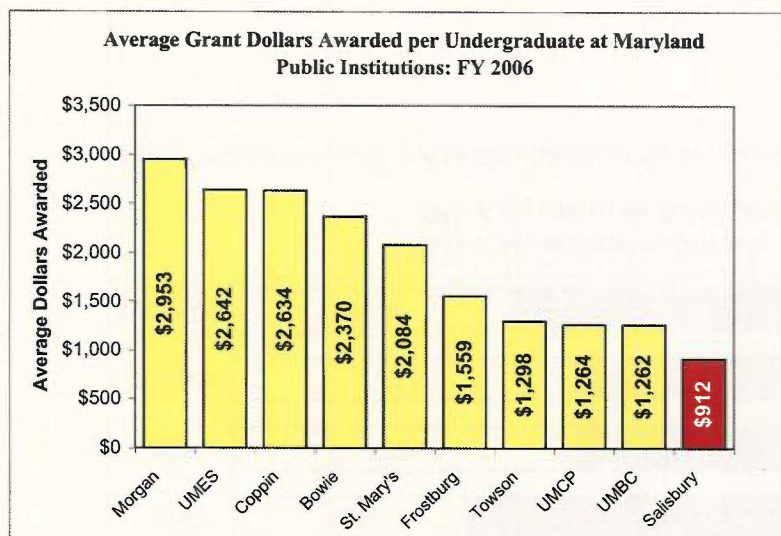
	Bowie	Coppin	Frostburg	Salisbury	Towson	UMBC	UMCP	UMES	Morgan	St. Mary's
# undergraduates, Fall 2005 ¹	4,020	3,451	4,321	6,437	14,495	9,406	25,442	3,448	5,747	1,964
Grants ²	\$ 9,526,274	\$ 9,090,652	\$ 6,738,354	\$ 5,872,170	\$ 18,811,671	\$ 11,866,725	\$ 32,171,395	\$ 9,108,697	\$ 16,969,710	\$ 4,093,239
Grants awarded	4,053	4,178	3,528	2,955	6,925	5,758	14,099	4,056	6,482	1,472
Unduplicated #	1,915	2,285	1,615	1,570	3,972	2,999	7,167	1,891	3,751	657
Average grant award per undergrad	\$ 2,370	\$ 2,634	\$ 1,559	\$ 912	\$ 1,298	\$ 1,262	\$ 1,264	\$ 2,642	\$ 2,953	\$ 2,084
Ratio of unduplicated grants awarded per FT undergrad	0.48	0.66	0.37	0.24	0.27	0.32	0.28	0.55	0.65	0.33
Loans ²	\$ 15,663,648	\$ 11,453,410	\$ 16,739,794	\$ 29,130,085	\$ 60,579,887	\$ 33,712,203	\$ 91,755,512	\$ 18,190,828	\$ 35,731,177	\$ 10,394,843
Loans awarded	3,535	3,021	4,447	5,832	12,105	6,892	17,484	4,146	7,488	1,617
Unduplicated #	2,172	2,149	2,491	3,332	6,861	3,954	10,287	2,300	4,359	901
Average loan award per undergrad	\$ 3,896	\$ 3,319	\$ 3,874	\$ 4,525	\$ 4,179	\$ 3,584	\$ 3,606	\$ 5,276	\$ 6,217	\$ 5,293
Ratio of unduplicated loans awarded per FT undergrad	0.54	0.62	0.58	0.52	0.47	0.42	0.40	0.67	0.76	0.46
Scholarships ²	\$ 3,785,683	\$ 2,701,538	\$ 3,792,205	\$ 5,447,507	\$ 19,025,068	\$ 22,298,605	\$ 49,338,994	\$ 4,486,034	\$ 9,582,391	\$ 4,181,157
Scholarships awarded	1,399	844	2,107	2,915	6,770	4,015	15,966	1,873	2,208	1,512
Unduplicated #	1,014	698	1,352	1,927	4,131	2,757	8,742	1,218	1,506	1,021
Average scholarship award per undergrad	\$ 942	\$ 783	\$ 878	\$ 846	\$ 1,313	\$ 2,371	\$ 1,939	\$ 1,301	\$ 1,667	\$ 2,129
Ratio of unduplicated scholarships awarded per FT undergrad	0.25	0.20	0.31	0.30	0.28	0.29	0.34	0.35	0.26	0.52
Student Employment ²	\$ 183,624	\$ 307,442	\$ 150,894	\$ 131,248	\$ 570,680	\$ 104,118	\$ 971,348	\$ 1,989,776	\$ 985,848	\$ 58,761
Student Employment awarded	116	190	210	83	432	68	699	1,197	716	102
Unduplicated #	116	188	210	68	432	68	699	849	501	102
Average employment award per undergrad	\$ 46	\$ 89	\$ 35	\$ 20	\$ 39	\$ 11	\$ 38	\$ 577	\$ 172	\$ 30
Ratio of unduplicated employment awarded per FT undergrad	0.03	0.05	0.05	0.30	0.03	0.01	0.03	0.25	0.09	0.05
Total financial aid awarded ²	\$ 29,159,229	\$ 23,553,042	\$ 27,421,247	\$ 40,581,010	\$ 98,987,306	\$ 67,981,651	\$ 174,237,249	\$ 33,775,335	\$ 63,269,126	\$ 18,728,000
Total financial aid awarded	9,103	8,233	10,292	11,785	26,232	16,733	48,248	11,272	16,894	4,703
Unduplicated #	3,062	3,013	3,294	4,634	9,791	6,297	17,424	3,329	5,547	1,528
Average financial aid award package per undergrad	\$ 7,254	\$ 6,825	\$ 6,346	\$ 6,304	\$ 6,829	\$ 7,227	\$ 6,848	\$ 9,796	\$ 11,009	\$ 9,536
Ratio of unduplicated awards per FT undergrads	0.76	0.87	0.76	0.72	0.68	0.67	0.68	0.97	0.97	0.78
Percent of aid offered as grants	33%	39%	25%	14%	19%	17%	18%	27%	27%	22%
Percent of aid offered as loans	54%	49%	61%	72%	61%	50%	53%	54%	56%	56%
Percent of aid offered as scholarships	13%	11%	14%	13%	19%	33%	28%	13%	15%	22%
Percent of other forms of aid	1%	1%	1%	0%	1%	0%	1%	6%	2%	0%

Notes:

¹Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, May 2007"²Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", December 2007.

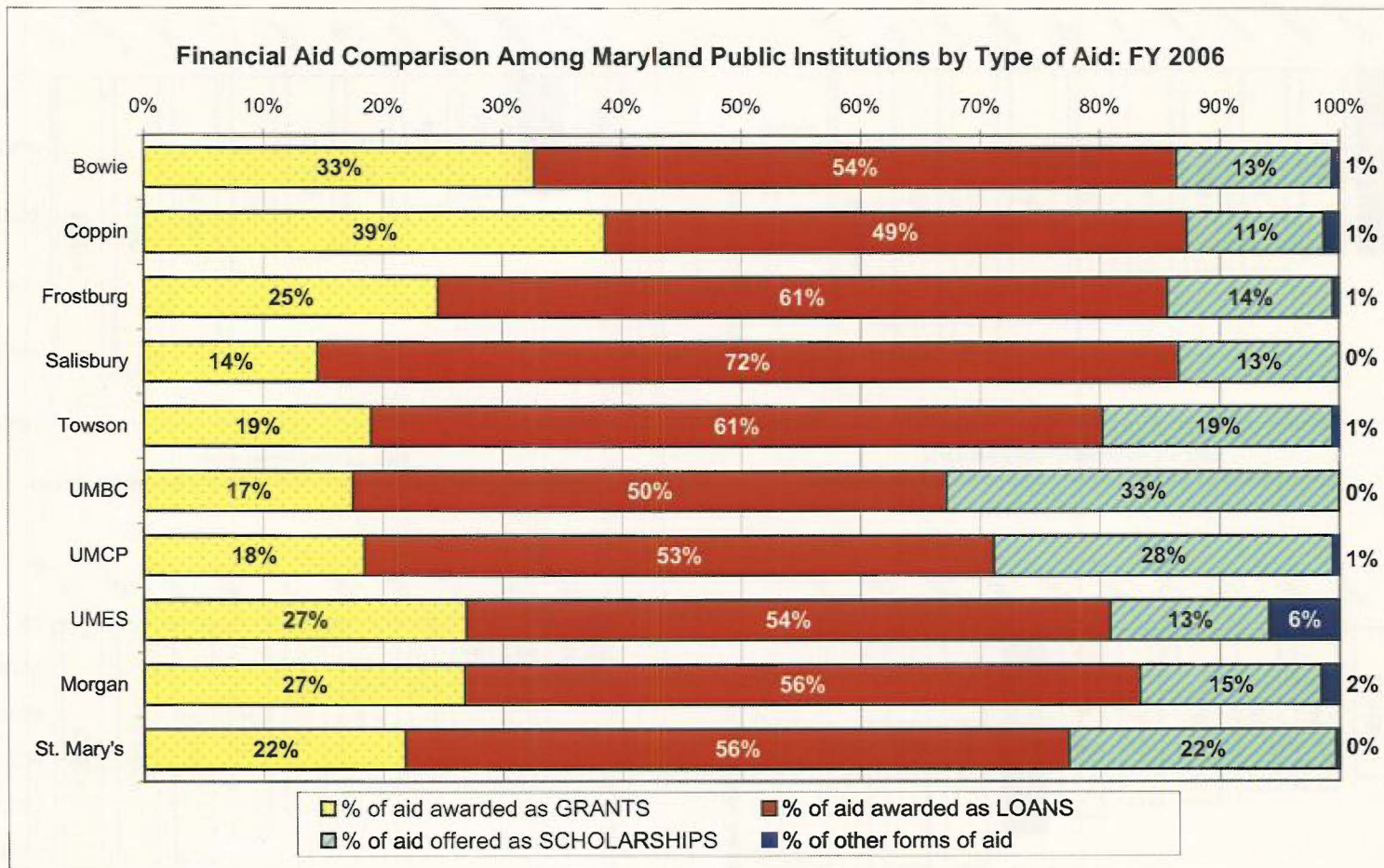
Figure 1:

Salisbury University
Select Financial Aid Comparisons Among Maryland Public Institutions
by Type of Aid: FY 2006



Sources: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated December 2007. Average is calculated using headcount data from MHEC's "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions" dated May 2007

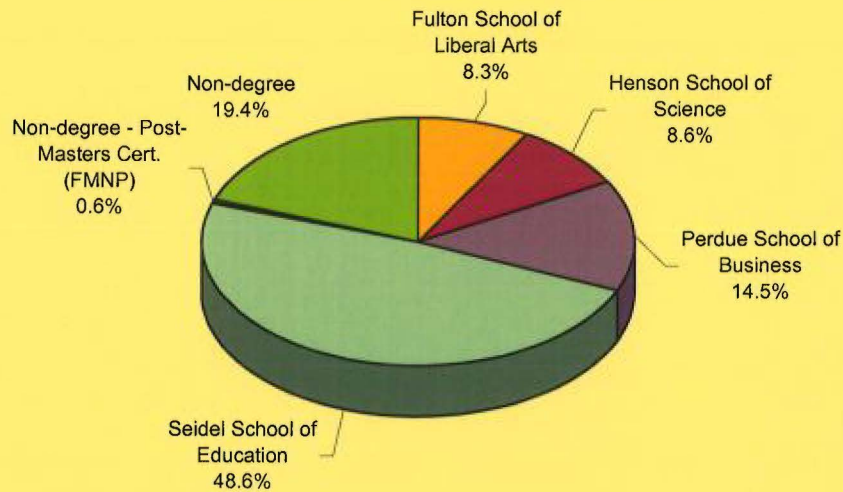
Figure 2:



Source: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated December 2007.

Graduate Enrollment & Demographics

Fall 2007: Graduate Enrollment by School



Graduate Enrollment: Degree and Non-Degree Seeking: 1997-2007

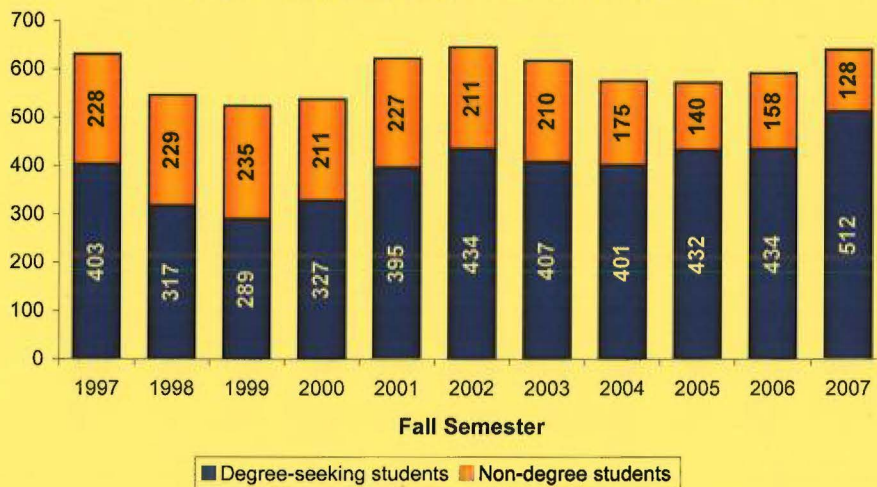


Table 1:

Total Graduate Enrollment: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	631	617	576	572	592	640	9
% Annual Growth	-3.4%	-4.3%	-6.6%	-0.7%	3.5%	8.1%	1.4%
Total Men	192	171	143	141	152	171	(21)
% Men	30.4%	27.7%	24.8%	24.7%	25.7%	26.7%	-10.9%
Total Women	439	446	433	431	440	469	30
% Women	69.6%	72.3%	75.2%	75.3%	74.3%	73.3%	6.8%
F.T.E.S.	233.3	281.3	281.8	299.4	292.8	332.0	99
% Annual Growth	-1.9%	-2.3%	0.2%	6.2%	-2.2%	13.4%	42.3%
Full-Time Students	118	154	167	184	156	210	92
Men	47	58	50	45	50	75	28
Women	71	96	117	139	106	135	64
% Full-Time	18.7%	25.0%	29.0%	32.2%	26.4%	32.8%	78.0%
Average Age, FT Students	N/A	27.1	28.1	27.4	27.5	28.9	
Part-Time Students	513	463	409	388	436	430	(83)
Men	145	113	93	96	102	96	(49)
Women	368	350	316	292	334	334	(34)
% Part-Time	81.3%	75.0%	71.0%	67.8%	73.6%	67.2%	-16.2%
Average Age, PT Students	N/A	34.0	34.2	33.7	33.6	32.6	
Average Graduate Student Age	N/A	32.3	32.4	31.6	32.0	31.4	

Figure 1:

Full- and Part-Time Graduate Enrollment: 1997, 2003-2007

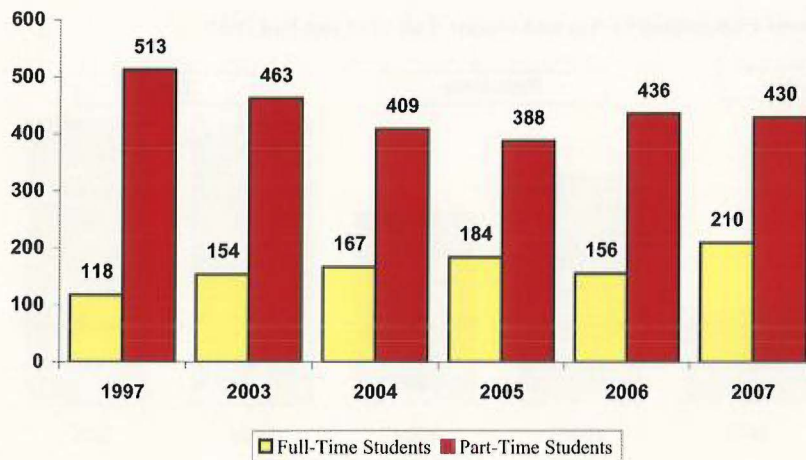


Table 2: Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2007

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	7	21	8	17	15	38	53	8.3%	8.5%
American Indian	-	1	-	1	-	2	2	0.3%	0.3%
Asian/Pacific Islander	-	2	2	1	2	3	5	0.8%	0.8%
Hispanic	1	2	3	4	4	6	10	1.6%	1.6%
White	63	98	82	299	145	397	542	84.7%	87.0%
Nonresident Alien	3	7	-	1	3	8	11	1.7%	1.8%
Subtotal	74	131	95	323	169	454	623	97.3%	100.0%
Unknown	1	4	1	11	2	15	17	2.7%	
TOTAL	75	135	96	334	171	469	640	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 2: Total Graduate Enrollment by Race & Ethnicity, Fall 2007

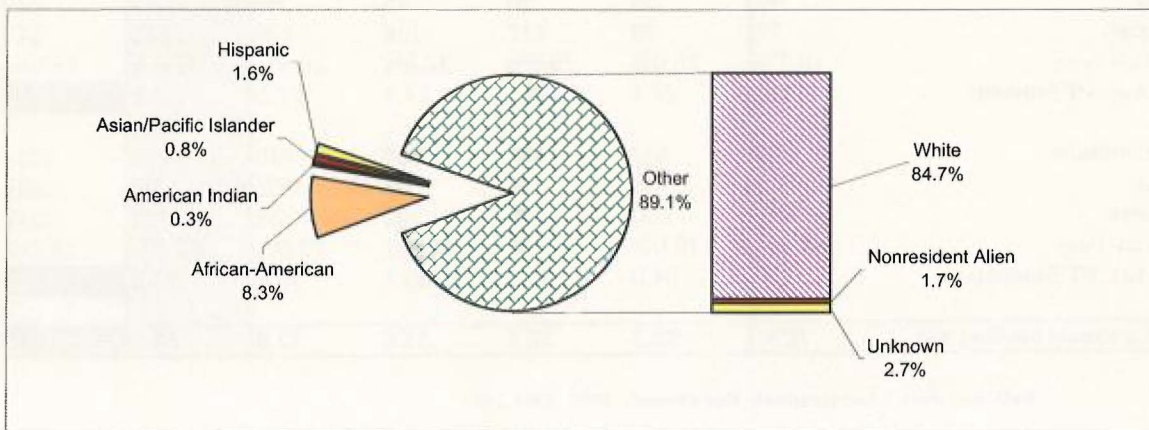


Figure 3: Graduate Enrollment Comparison by Sex and Status: Fall 1997 and Fall 2007

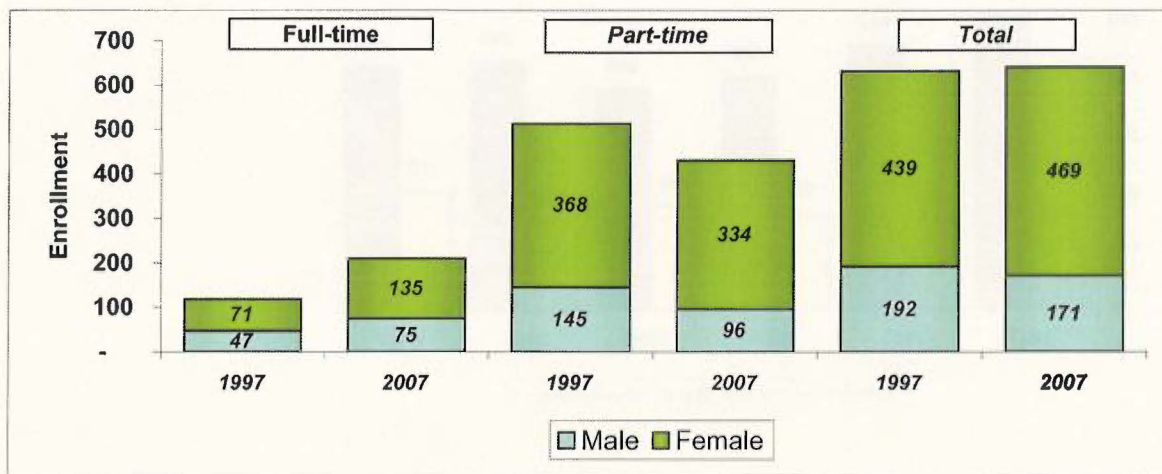


Table 3:

Total Graduate Demographics: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	631	617	576	572	592	640	9
MD Residents	506	529	512	511	510	564	58
% MD Residents		85.7%	88.9%	89.3%	86.1%	88.1%	11.5%
Out-of-State	103	75	52	52	65	65	(38)
Nonresident Alien	22	13	12	9	17	11	(11)
Other ¹	-	-	-	-	-	-	
African-American	40	51	48	58	52	53	13
American Indian	1	1	1	-	1	2	1
Asian/Pacific Islander	3	3	3	6	3	5	2
Hispanic	5	5	8	6	9	10	5
Nonresident Alien	21	13	12	9	17	11	(10)
White	560	493	471	470	491	542	(18)
Unknown	1	51	33	23	19	17	16
Total	631	617	576	572	592	640	9
Total Known Minority	49	60	60	70	65	70	21
Total Known Min + NRA	70	73	72	79	82	81	11
Known Minority	7.8%	10.6%	11.0%	12.8%	11.3%	11.2%	42.9%
Minority + Nonresident Alien	11.1%	12.9%	13.3%	14.4%	14.3%	13.0%	15.7%
Unknown	0.2%	8.3%	5.7%	4.0%	3.2%	2.7%	

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 4:

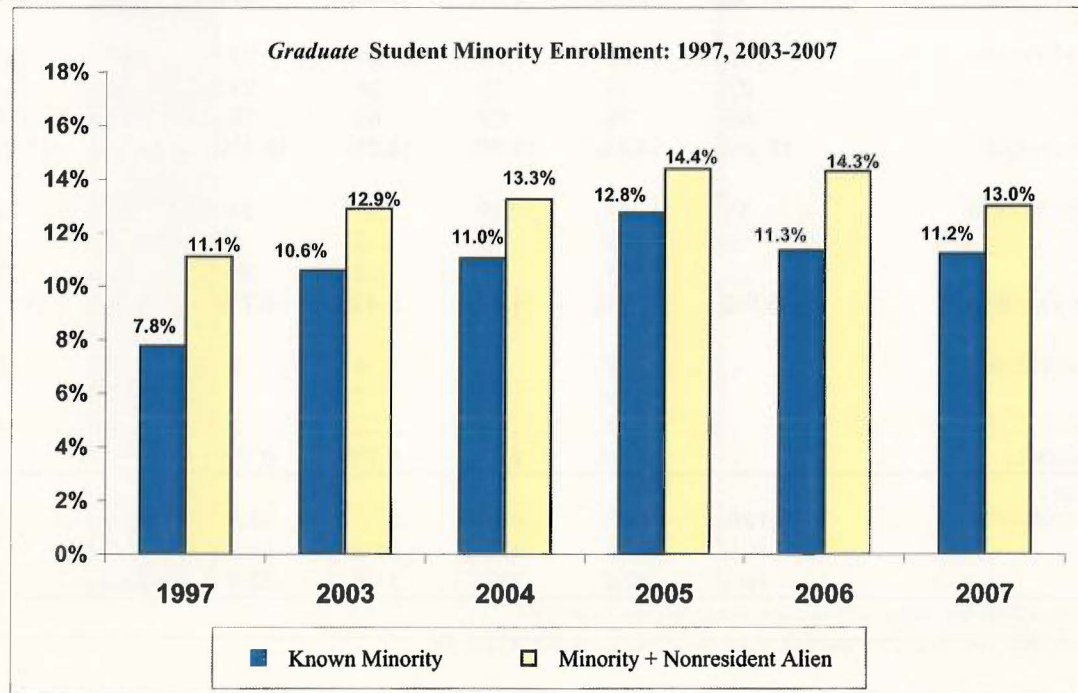


Table 4: Total Graduate Enrollment by Age and Sex: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	631	617	576	572	592	640	9
Total 20 and Younger ¹	-	-	-	2	1	-	
Men	-	-	-	-	-	-	
Women	-	-	-	2	1	-	
% less than 20 years old	-	-	-	0.3%	0.2%	-	
Total 21-24 Yrs Old ²	92	146	142	153	150	179	87
Men	33	49	44	35	47	67	34
Women	59	97	98	118	103	112	53
% 21 - 24 yrs old	14.6%	23.7%	24.7%	26.7%	25.3%	28.0%	94.6%
Total 25-29 Yrs Old	242	188	160	164	161	181	(61)
Men	71	56	44	46	47	45	(26)
Women	171	132	116	118	114	136	(35)
% 25-29 Yrs Old	38.4%	30.5%	27.8%	28.7%	27.2%	28.3%	-25.2%
Total 30-34 Yrs Old	96	87	95	84	92	91	(5)
Men	33	19	16	21	21	23	(10)
Women	63	68	79	63	71	68	5
% 30-34 Yrs Old	15.2%	14.1%	16.5%	14.7%	15.5%	14.2%	-5.2%
Total 35-39 Yrs Old	51	57	50	53	55	66	15
Men	15	13	10	16	12	18	3
Women	36	44	40	37	43	48	12
% 35-39 Yrs Old	8.1%	9.2%	8.7%	9.3%	9.3%	10.3%	29.4%
Total 40-49 Yrs Old	115	89	78	81	97	84	(31)
Men	27	19	16	16	21	10	(17)
Women	88	70	62	65	76	74	(14)
% 40-49 Yrs Old	18.2%	14.4%	13.5%	14.2%	16.4%	13.1%	-27.0%
Total 50-59 Yrs Old	35	43	39	31	34	33	(2)
Men	13	12	9	6	4	6	(7)
Women	22	31	30	25	30	27	5
% 50-59 Yrs Old	5.5%	7.0%	6.8%	5.4%	5.7%	5.2%	-5.7%
Total 60 and Older	-	7	12	4	2	6	6
Men	-	3	4	1	-	2	2
Women	-	4	8	3	2	4	4
% 60 and Older	-	1.1%	2.1%	0.7%	0.3%	0.9%	-
Average Age							
ALL STUDENTS	N/A	32.3	32.4	31.6	32.0	31.4	
Men	N/A	31.4	31.6	31.3	30.2	29.2	
Women	N/A	32.6	32.7	31.8	32.6	32.2	

NOTES: ¹ Prior to 2000, this category only included students less than 20 years old

² Prior to 2000, this category included students between the ages of 20 and 24 years old

Table 5:

Total Graduate Enrollment by State: 1997, 2003-2007

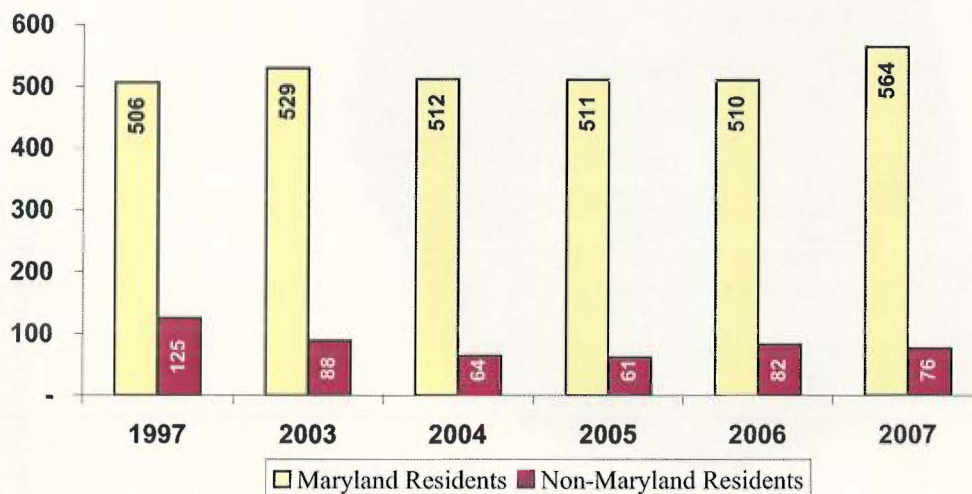
Fall Semesters	1997	2003	2004	2005	2006	2007	Top Feeder States	% Change Since 2003	10-yr chng
Total Headcount	631	617	576	572	592	640		3.7%	9
Alabama	1	-	-	-	-	-			
California	-	1	-	-	2	2			
Colorado	-	-	-	-	-	-			
Connecticut	-	-	1	1	-	-			
Delaware	31	43	17	19	31	28	4.4%	-34.9%	(3)
District of Columbia	1	1	1	1	-	-			
Florida	2	-	2	2	-	-			
Georgia	-	-	1	-	-	-			
Idaho	-	-	-	-	-	-			
Iowa	-	-	-	-	-	-			
Kentucky	-	-	-	-	1	1			
Maine	-	1	1	-	-	-			
Maryland	506	529	512	511	510	564	88.1%	6.6%	58
Massachusetts	-	-	-	-	-	-			
New Jersey	9	8	8	7	4	8	1.3%	0.0%	(1)
New York	13	4	7	6	6	5	0.8%	25.0%	(8)
North Carolina	4	-	-	-	2	2			
North Dakota	-	-	-	-	-	-			
Ohio	1	1	1	-	-	1			
Oregon	1	-	-	-	-	-			
Pennsylvania	11	8	7	6	6	7	1.1%	-12.5%	(4)
South Carolina	-	-	-	-	-	1			
Texas	-	-	-	1	-	-			
Utah	-	-	-	-	-	-			
Vermont	-	-	-	-	-	-			
Virginia	26	7	5	9	11	9	1.4%	28.6%	(17)
West Virginia	2	1	1	-	2	1			
Nonresident Alien	21	13	12	9	17	11	1.7%	-15.4%	(10)
Other	1	-	-	-	-	-			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 5:

Number of Maryland and Non-Maryland Graduate Residents:
1997, 2003-2007

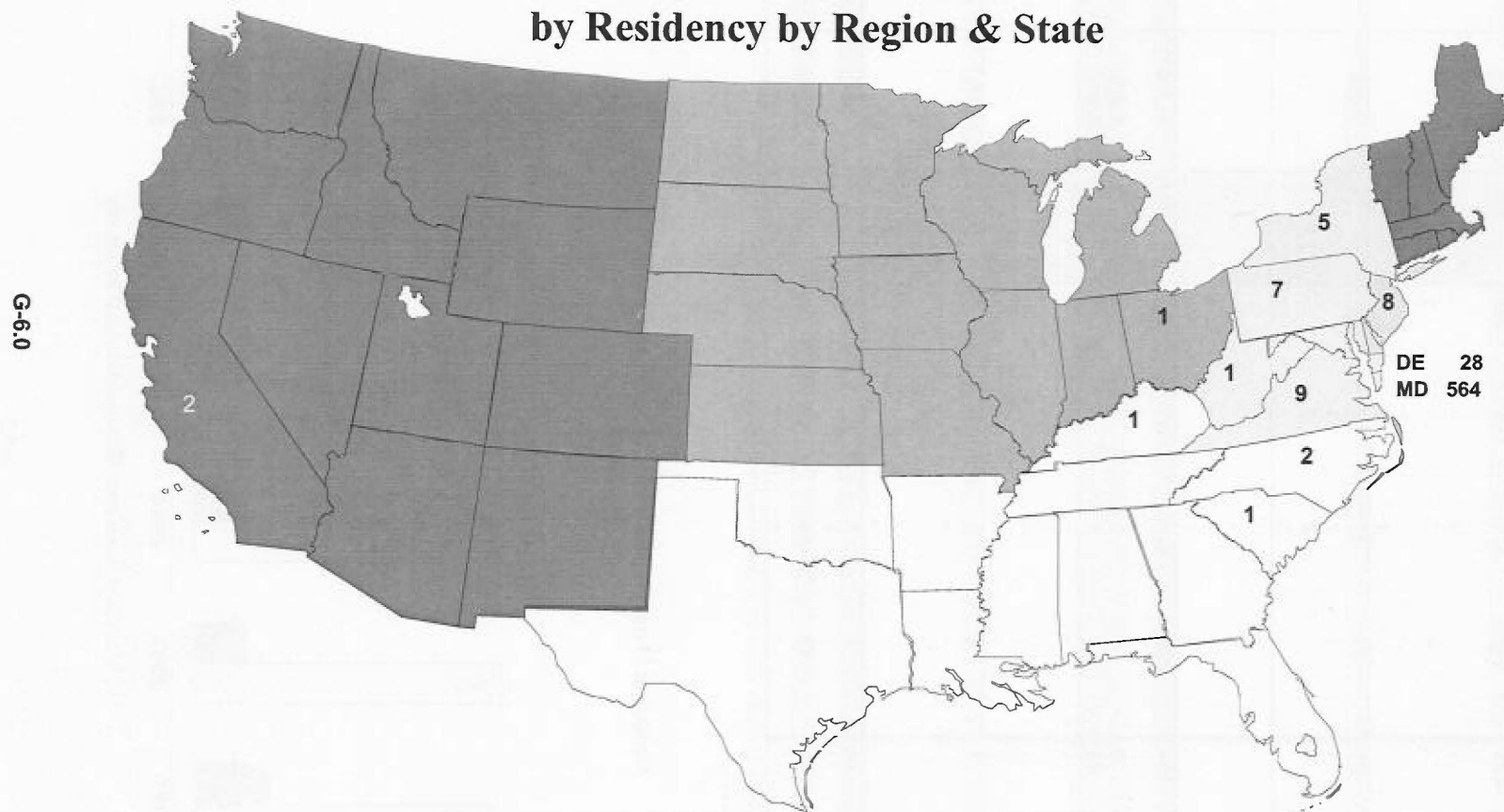


Source: Fall EIS File

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Figure 6:

FALL 2007 **Graduate Enrollment (640)** **by Residency by Region & State**



Enrollments from areas outside U.S.

Nonresident Alien 11

Table 6: Total Graduate Enrollment by County of Residence: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	Top Feeder Counties in Maryland	10-yr chng
Total Headcount	631	617	576	572	592	640		
Allegany	-	-	-	-	-	1		
Anne Arundel	15	14	12	12	12	14	2.5%	(1)
Baltimore	7	12	6	8	10	12		
Baltimore City	2	1	-	1	1	1		
Calvert	2	1	1	2	2	2		
Caroline	28	27	15	24	22	27	4.8%	(1)
Carroll	6	4	5	4	5	5		
Cecil	5	3	1	1	2	7		
Charles	1	1	5	4	2	3		
Dorchester	42	42	41	41	31	43	7.6%	1
Frederick	4	8	8	5	5	6		
Garrett	-	-	-	-	-	-		
Harford	4	-	2	5	4	8		
Howard	4	7	5	9	6	8		
Kent	4	4	3	3	2	2		
Montgomery	13	8	7	10	9	12		
Prince George's	8	8	5	8	6	14		
Queen Anne's	16	3	6	7	13	18	3.2%	2
St. Mary's	1	1	2	2	3	1		
Somerset	16	27	28	27	35	44	7.8%	28
Talbot	30	24	25	33	36	30	5.3%	-
Washington	2	4	1	4	2	9		
Wicomico	207	246	255	240	236	224	39.7%	17
Worcester	89	84	79	61	66	73	12.9%	(16)
Unknown	-	-	-	-	-	-		
Total for MD	506	529	512	511	510	564		
Out-of-State	103	75	52	52	65	65		
Nonresident Alien	22	13	12	9	17	11		
Other	-	-	-	-	-	-		

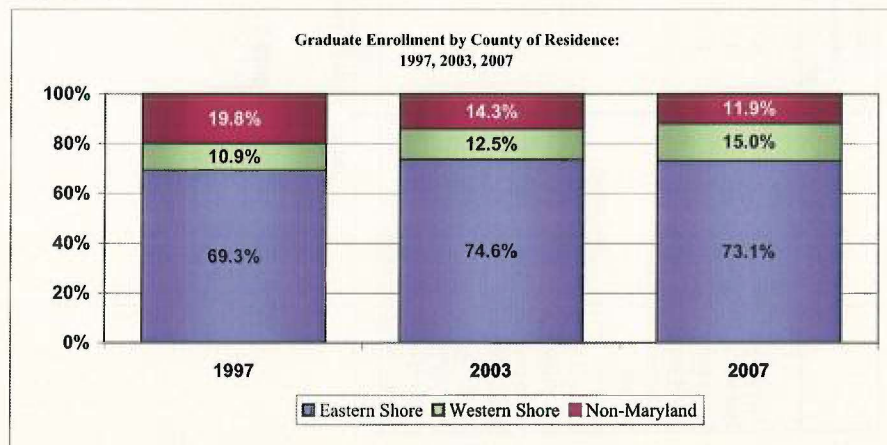
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Highest Enrollments & Percentages		
Wicomico	224	35.0%
Worcester	73	11.4%
Somerset	44	6.9%
Dorchester	43	6.7%
Talbot	36	5.6%
Caroline	27	4.2%
Queen Anne's	18	2.8%
Subtotal	465	72.7%
Other MD Counties	99	15.5%
Outside MD	76	11.9%
Total	640	100.0%

Region	1997		2003		2007	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	437	69.3%	460	74.6%	468	73.1%
Western Shore	69	10.9%	77	12.5%	96	15.0%
Out-of-State	103	16.3%	75	12.2%	65	10.2%
Nonresident Alien	22	3.5%	13	2.1%	11	1.7%

Figure 6:1



Source: Fall EIS File

G-7.0

Table 7:

Graduate Enrollment by Program, Race, and Status: Fall 2007

Program	African-American		American Indian		Asian/ Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	4	-	-	-	-	-	1	-	10	9	-	-	-	-	15	9	24
Business	1	2	-	-	-	2	-	3	32	41	10	1	-	1	43	50	93
Education	5	3	-	-	-	-	-	1	15	76	-	-	1	2	21	82	103
Education, MA in Teaching	-	-	-	-	-	-	-	-	13	3	-	-	1	-	14	3	17
Educational Leadership	-	1	-	-	-	-	-	-	2	25	-	-	-	1	2	27	29
English	-	2	-	-	-	-	1	1	6	22	-	-	-	1	7	26	33
Geog Info Systems / Public Admin	-	-	-	-	-	-	-	-	6	4	-	-	-	-	6	4	10
History	-	1	-	-	-	-	-	-	8	11	-	-	-	-	8	12	20
Math Education	-	-	-	-	-	-	-	-	-	18	-	-	-	-	-	18	18
Nursing	-	-	-	-	-	-	-	-	4	16	-	-	1	-	5	16	21
Reading Specialist	-	1	-	-	-	-	-	1	-	26	-	-	-	-	-	28	28
Social Work	18	7	1	1	2	-	1	-	60	24	-	-	2	1	84	33	117
Non-degree seeking:																	
Post-Masters Certificate (FMNP)	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	4	4
Other non-degree seeking	-	8	-	-	-	1	-	1	5	102	-	-	-	6	5	118	123
Total	28	25	1	1	2	3	3	7	161	381	10	1	5	12	210	430	640

Note: COMAR does not provide for a Post-Master's Certificate. Students pursuing this certificate are considered non-degree.

Source: Fall EIS File

Figure 7:

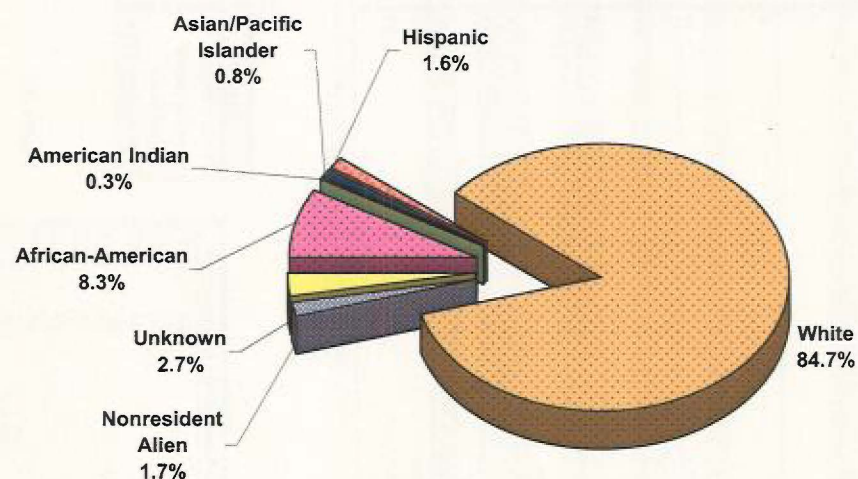
**Graduate Enrollment by Race
Fall 2007**

Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1997, 2003-2007

Department	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	10-Yr Chng
Art	-	17	15	7	-	4	4
Dance	-	-	3	-	-	-	-
English	279	153	163	159	201	189	(90)
French	3	-	-	3	-	-	(3)
German	-	-	-	-	-	3	3
History	48	141	105	148	118	135	87
Interdisciplinary Studies	-	6	3	-	-	6	6
Music	6	-	1	-	-	-	(6)
Music-Applied	5	7	3	2	4	5	-
Psychology	189	-	-	-	-	-	(189)
Sociology	-	3	-	-	-	-	-
Spanish	-	3	3	-	-	3	3
Theatre	-	7	6	6	-	-	-
Fulton School Subtotal	530	337	302	325	323	345	(185)
Applied Health Physiology	-	99	132	168	135	162	162
Biology	19	46	96	37	67	22	3
Chemistry	-	-	24	-	4	4	4
Environmental Health	-	-	2	-	-	-	-
Geography	-	3	-	-	-	57	57
Mathematics	48	82	75	46	84	94	46
Nursing	201	107	172	90	96	148	(53)
Henson School Subtotal	268	337	501	341	386	487	219
Accounting	-	108	105	114	114	114	114
Business Administration	579	-	-	-	-	64	(515)
Economics	-	81	75	60	78	87	87
Finance	-	9	6	18	15	6	6
Information Systems	-	152	84	90	93	108	108
Management	-	282	210	282	213	171	171
Marketing	-	164	138	51	129	153	153
Perdue School Subtotal	579	796	618	615	642	703	124
Education, Elementary	12	-	-	3	3	-	(12)
Education, General	1,365	703	695	723	702	618	(747)
Education, Master of Arts in Teaching	-	81	135	108	42	108	108
Education, Reading	-	144	138	198	192	156	156
Education, Secondary	3	3	-	6	-	-	(3)
Educational Leadership	-	129	126	141	156	285	285
Exercise Science	-	-	-	-	-	8	8
General Studies	21	-	-	-	12	60	39
Health	-	-	-	-	-	1	1
Physical Education	6	3	1	4	4	3	(3)
Physical Education, Teacher Education	-	-	-	7	-	-	-
Social Work	15	843	970	1,125	1,051	1,210	1,195
Seidel School Subtotal	1,422	1,906	2,065	2,315	2,162	2,449	1,027
TOTAL Student Credit Hours	2,799	3,376	3,486	3,596	3,513	3,984	1,185
Total FTES	233.3	281.3	290.5	299.7	292.8	332.0	98.8

**Table 9: Enrollment in Graduate Degree Programs
by School and Discipline: Fall 1997, Fall 2003 to Fall 2007**

School and Degree Program	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	10-Yr Chng
Fulton School of Liberal Arts							
English	29	25	25	25	31	33	4
History	1	18	18	19	16	20	19
Psychology ¹	19	-	-	-	-	-	-
Subtotal	49	43	43	44	47	53	4
Henson School of Science							
Applied Health Physiology ²	-	17	18	24	25	24	24
Geographic Information Systems/ Public Admin. ³	-	-	-	-	-	10	-
Nursing	45	19	27	20	17	21	(24)
Subtotal	45	36	45	44	42	55	10
Perdue School of Business							
Business Administration	106	91	79	72	86	93	(13)
Seidel School of Education							
Education	175	118	91	108	96	103	(72)
Education, MA in Teaching	-	8	12	15	5	17	17
Education, MS in Math	-	4	10	12	12	18	18
Education, Reading Specialist	-	2	10	21	23	28	28
Educational Leadership	28	27	19	23	32	29	1
Social Work	-	78	91	93	91	117	117
Subtotal	203	237	233	272	259	312	109
Degree-seeking, undeclared major	-	-	1	-	-	-	-
Total Degree-Seeking	403	407	401	432	434	513	110
Non-degree seeking - Post-Masters Cert. (FMNP)	-	-	-	-	2	4	4
Other non-degree seeking	228	210	175	140	156	123	(105)
TOTAL Graduate Students	631	617	576	572	592	640	9

¹The graduate program in Psychology has been discontinued.

²The Applied Health Physiology program began in Fall 2000, and was moved from the Seidel School to the Henson School in AY 04-05.

³This program began in Summer 2007.

Table 10: Graduate Degrees Awarded by Program: 1996-97, 2002-03 through 2006-07

Fiscal Year	1996-97	2002-03	2003-04	2004-05	2005-06	2006-07
Total Degrees	158	196	208	190	209	171
Applied Health Physiology MS	-	5	9	4	12	8
Business Administration MBA	35	46	51	37	39	38
Education MEd	88	70	52	51	48	38
MAT	-	13	15	11	15	2
Math Education (MS)	-	1	3	7	7	4
Reading Specialist	-	-	1	-	3	7
Educational Leadership MEd	8	11	16	9	6	12
English MA	11	17	22	27	20	22
History MA	2	6	3	6	7	10
Nursing MS	10	6	6	7	7	2
Psychology MA	4	2	1	-	-	1
Social Work MSW	-	19	29	31	45	27

Figure 8:

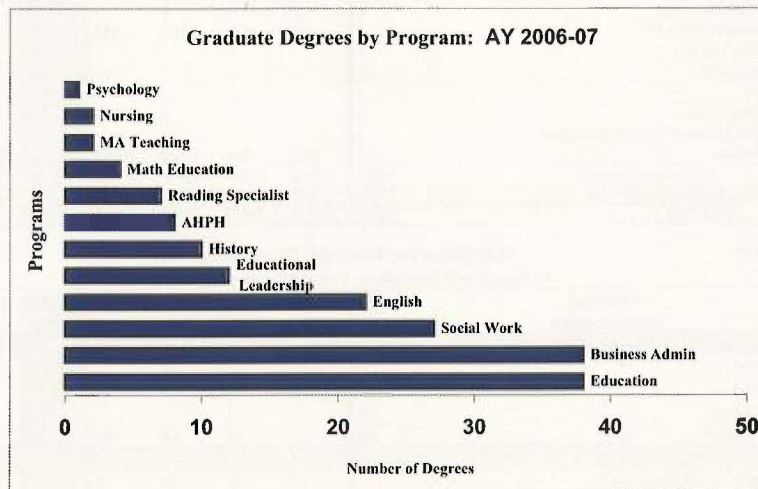


Figure 9:

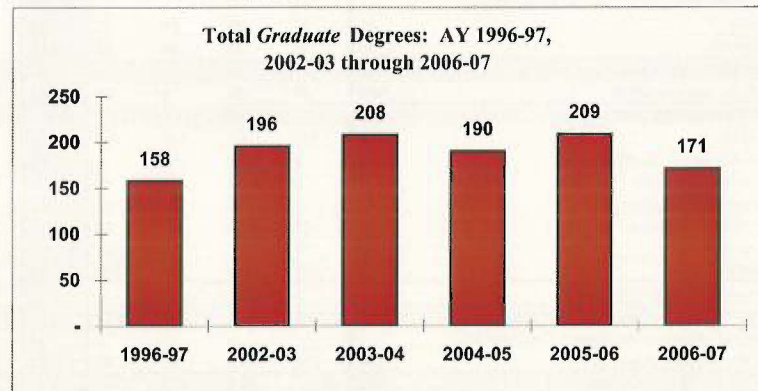


Table 11.0:

**2006-07 Graduate Degrees Awarded
By Program and Concentration**
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Program	No Track	ADMN	DEDA	DENG	MCMP	MLIT	MTSL	PRAC	TOTAL
Applied Physiology	8	0	0	0	0	0	0	0	8
Business Admin, MBA	38	0	0	0	0	0	0	0	38
Education, MAT	2	0	0	0	0	0	0	0	2
Education, MEd	36	0	1	1	0	0	0	0	38
Education, MS in Math	4	0	0	0	0	0	0	0	4
Education, Reading	7	0	0	0	0	0	0	0	7
Educational Leadership	12	0	0	0	0	0	0	0	12
English	3	0	0	0	2	7	10	0	22
History	10	0	0	0	0	0	0	0	10
Nursing	0	1	0	0	0	0	0	1	2
Psychology	1	0	0	0	0	0	0	0	1
Social Work	27	0	0	0	0	0	0	0	27
Total	148	1	1	1	2	7	10	1	171

ADMN: Nursing Administration	MCMP: Composition Language Rhetoric
DEDA: Education Administration	MLIT: Literature
DENG: English	MTSL: TESOL
	PRAC: Family Nurse Practitioner

Source: MHEC DIS

Table 11.1:

**2006-07 Graduate Degrees Awarded
By Program and Track**
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Graduate Major	No Track	ACCT	DECE	DELE	DPOS	DREA	DSCE	DTLT	GENL	MIDD	MTSL	TOTAL
Applied Physiology	8	0	0	0	0	0	0	0	0	0	0	8
Business Admin, MBA	1	2	0	0	0	0	0	0	35	0	0	38
Education, MAT	2	0	0	0	0	0	0	0	0	0	0	2
Education, MEd	3	0	2	6	12	7	6	2	0	0	0	38
Education, MS in Math	3	0	0	0	0	0	0	0	0	1	0	4
Education, Reading	7	0	0	0	0	0	0	0	0	0	0	7
Educational Leadership	12	0	0	0	0	0	0	0	0	0	0	12
English	19	0	0	0	0	0	0	0	0	0	3	22
History	10	0	0	0	0	0	0	0	0	0	0	10
Nursing	2	0	0	0	0	0	0	0	0	0	0	2
Psychology	1	0	0	0	0	0	0	0	0	0	0	1
Social Work	27	0	0	0	0	0	0	0	0	0	0	27
Total	95	2	2	6	12	7	6	2	35	1	2	171

ACCT: Accounting	DREA: Reading	MIDD: Middle School Level
DECE: Early Childhood Education	DSCE: Middle/Secondary Education	MTSL: TESOL/ACE Accelerated
DELE: Elementary Education	DTLT: Teaching/Learning with Technology	
DPOS: Post-Secondary Education	GENL: General Studies	

Source: MHEC DIS

Table 12:

Graduate NON-DEGREE Enrollment: 1997, 2003-2007

Fall Semesters	1997	2003	2004	2005	2006	2007	10-yr chng
Total Headcount	228	210	175	140	158	127	(101)
% Annual Growth	1.3%	-0.5%	-16.7%	-33.3%	-9.7%	-9.3%	-44.3%
Total Men	71	48	30	31	39	33	(38)
% Men	31.1%	22.9%	17.1%	22.1%	24.7%	26.0%	-53.5%
Total Women	157	162	145	109	119	94	(63)
% Women	68.9%	77.1%	82.9%	77.9%	75.3%	74.0%	-40.1%
FTES	90.1	64.8	54.9	39.6	50.2	39.6	-50.5
FTES % Annual Growth	-3.4%	-2.0%	-15.2%	-27.9%	26.7%	-21.1%	-56.0%
Full-time Students	32	9	9	1	9	5	(27)
Men	18	2	1	-	3	1	(17)
Women	14	7	8	1	6	4	(10)
% Full Time	14.0%	4.3%	5.1%	0.7%	5.7%	3.9%	-84.4%
Part-time Students	196	201	166	139	149	122	(74)
Men	53	46	29	31	36	32	(21)
Women	143	155	137	108	113	90	(53)
% Part Time	86.0%	95.7%	94.9%	99.3%	94.3%	96.1%	-37.8%

Figure 10:

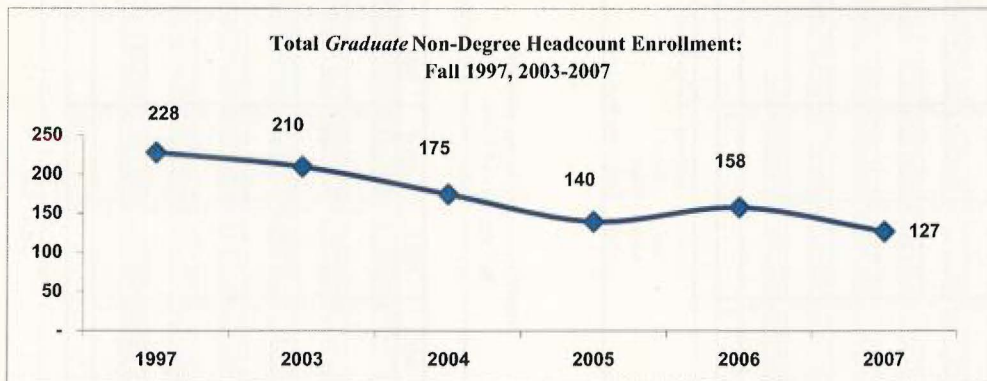


Figure 10.1:

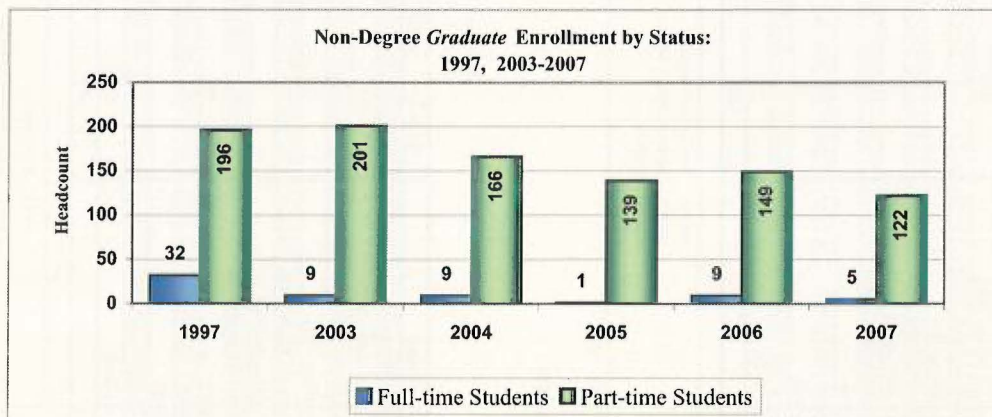


Table 13:

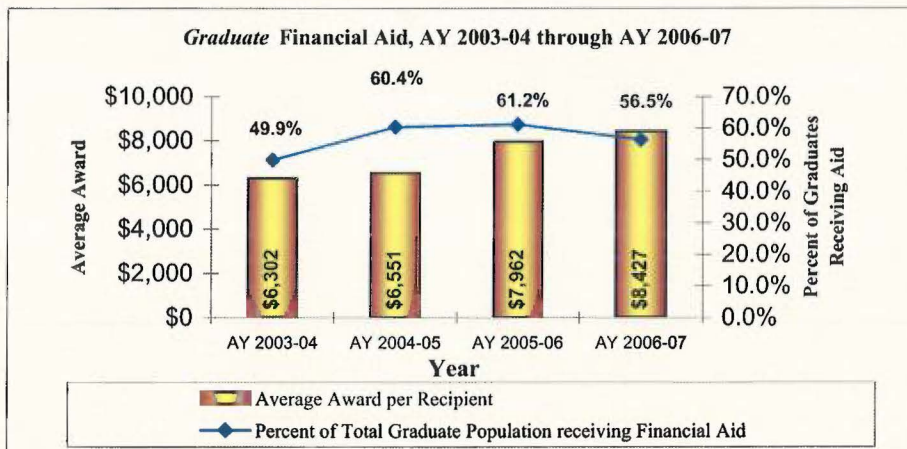
Graduate Financial Aid Awards Summary

Academic Year 2003-04 to 2006-07

Type	AY 2003-04	AY 2004-05	AY 2005-06	AY 2006-07
GRANTS (recipients unduplicated within grants)				
Federal Sources	16	34	35	34
Graduate and Professional School Scholarship	3	3	16	28
Grants from Private Sources	1	41	31	32
Institutional Grants	-	-	-	-
Total Dollar Amount- Grants	\$ 30,589	\$ 215,560	\$ 270,784	\$ 328,002
LOANS (recipients unduplicated within loans)				
Federal Perkins Loans	-	-	-	-
Federal Subsidized Stafford Loans	135	140	174	239
Federal Unsubsidized Stafford Loans	107	120	137	-
Loans from Private Sources	4	3	8	9
Total Dollar Amount-Loans	\$ 1,249,895	\$ 1,390,822	\$ 1,723,582	\$ 1,404,358
SCHOLARSHIPS				
Developmental Disabilities	10	7	4	3
Delegate Scholarship	7	6	4	6
Senatorial Scholarship	5	6	5	4
Maryland Teacher Scholarship	6	1	-	-
State Nursing Scholarship & Living Expense	2	2	-	-
Diversity Grants	8	3	11	6
Other Institutional Scholarships	3	-	-	-
Other Private Scholarships	63	53	32	7
Tuition Waivers to Employees/Dependents	75	71	92	62
Tuition Waivers to Sr Citizens and Disabled	6	7	5	5
Tuition Waiver to Students	54	66	79	90
Total Dollar Amount- Scholarships	\$ 472,638	\$ 514,506	\$ 526,357	\$ 586,805
Work Study				
Assistantships (Research/Teaching)	38	34	50	75
Federal Work Study	-	-	-	-
Institutional Work Study/Employment	-	-	-	-
Total Dollar Amount- Student Employment	\$ 188,000	\$ 158,775	\$ 265,825	\$ 402,659
Total Number of Awards (recipients duplicated)	543	597	683	600
Total Number of Recipients	308	348	350	323
Total Dollar Amount of Aid	\$1,941,122	\$2,279,663	\$ 2,786,548	\$ 2,721,824
Percent of Total Graduate Population receiving Financial Aid	49.9%	60.4%	61.2%	56.5%
Average Award per Recipient	\$6,302	\$6,551	\$7,962	\$8,427

Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

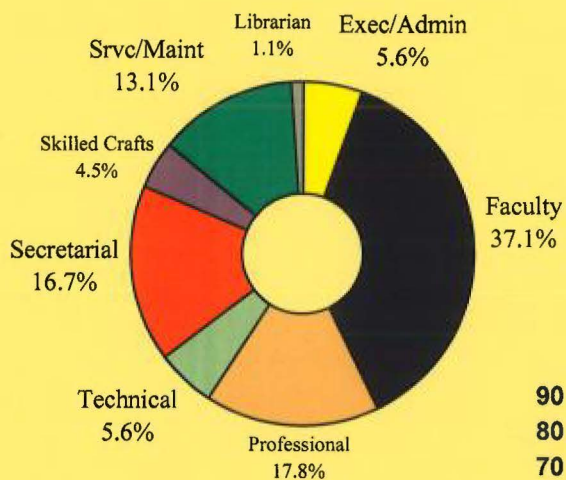
Figure 11:



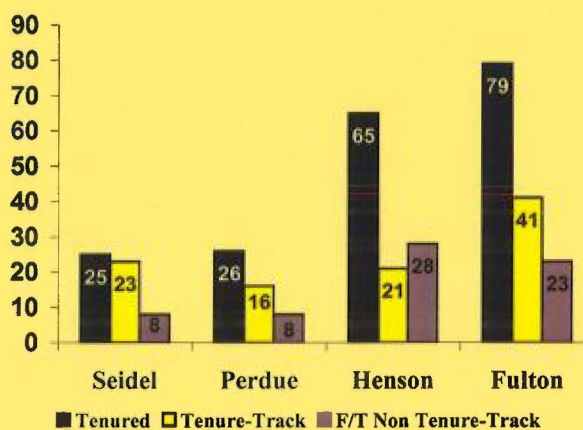
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Employees

Full-time Employees by Category: Fall 2007



Faculty Contract by School: Fall 2007



Full-Time Faculty by Rank & Sex: Fall 2007

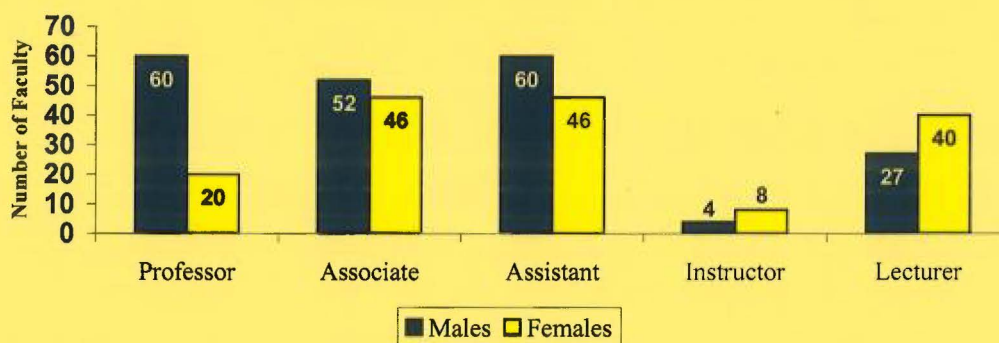


Table 1:

Summary of Faculty Characteristics
Includes Full-Time, Non-Tenure Track Faculty: Fall 2003 - Fall 2007

Characteristic	2003		2004		2005		2006		2007	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	258	86.3%	265	84.4%	265	82.0%	269	79.8%	296	81.5%
Non-tenure track	41	13.7%	49	15.6%	58	18.0%	68	20.2%	67	18.5%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
SCHOOL										
Fulton School of Liberal Arts	118	39.5%	126	40.1%	132	40.9%	132	39.2%	143	39.4%
Henson School of Science & Technology	95	31.8%	102	32.5%	102	31.6%	106	31.5%	114	31.4%
Perdue School of Business	41	13.7%	41	13.1%	42	13.0%	47	13.9%	50	13.8%
Seidel School of Education & Professional Studies	45	15.1%	45	14.3%	47	14.6%	52	15.4%	56	15.4%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
RACE/ETHNICITY										
African-American	12	4.0%	14	4.3%	15	4.6%	16	4.7%	20	5.5%
White	272	91.0%	290	89.8%	288	89.2%	292	86.6%	312	86.0%
Other	15	5.0%	19	5.9%	20	6.2%	29	8.6%	31	8.5%
Total	299	100.0%	323	100.0%	323	100.0%	337	100.0%	363	100.0%
SEX										
Male	173	57.9%	178	56.7%	179	55.4%	185	54.9%	202	55.6%
Female	126	42.1%	136	43.3%	144	44.6%	152	45.1%	161	44.4%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
HIGHEST DEGREE										
Doctorate	235	78.6%	244	77.7%	249	77.1%	252	74.8%	275	75.8%
Masters	49	16.4%	50	15.9%	51	15.8%	56	16.6%	57	15.7%
Bachelors	6	2.0%	6	1.9%	6	1.9%	11	3.3%	8	2.2%
Terminal Masters ¹	9	3.0%	14	4.5%	17	5.3%	18	5.3%	23	6.3%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
RANK										
Professor	72	27.9%	70	26.4%	73	27.5%	75	27.9%	80	27.0%
Associate Professor	80	31.0%	98	37.0%	97	36.6%	92	34.2%	98	33.1%
Assistant Professor	95	36.8%	87	32.8%	85	32.1%	92	34.2%	106	35.8%
Instructor	11	4.3%	10	3.8%	10	3.8%	10	3.7%	12	4.1%
Total Ranked	258	100.0%	265	100.0%	265	100.0%	269	100.0%	296	100.0%
Non-tenure track/Unranked ²	41	13.7%	49	15.6%	58	18.0%	68	20.2%	67	18.5%
TOTAL FACULTY	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
% TENURE BY RANK										
Professor	72	100.0%	69	98.6%	72	98.6%	75	100.0%	80	100.0%
Associate Professor	74	92.5%	94	95.9%	97	100.0%	91	98.9%	96	98.0%
Assistant Professor	22	23.2%	19	21.8%	16	18.8%	16	17.4%	19	17.9%
Instructor	1	9.1%	-	-	-	-	-	-	-	-
Total Tenured	169	65.5%	182	68.7%	185	69.8%	182	67.7%	195	65.9%
Tenure-Track	89	34.5%	83	31.3%	80	30.2%	87	32.3%	101	34.1%
Total Tenured/Tenure-Track	258	100.0%	265	100.0%	265	100.0%	269	100.0%	296	100.0%
F/T Non-tenure track/Unranked	41		49		58		68		67	
TOTAL FACULTY	299		314		323		337		363	

¹ MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

² Formerly referred to as full-time Contractual Faculty

Table 1.1:

Race and Gender Summary of Full-Time Faculty

Fall 2002 - Fall 2007

(Includes Full-Time, Non-Tenure Track Faculty)

Characteristic		2002		2003		2004		2005		2006		2007	
		#	%	#	%	#	%	#	%	#	%	#	%
Full-time Faculty by Tenure Status													
Tenured or Tenure-Track		254	85.2%	258	86.3%	265	84.4%	265	82.0%	269	79.8%	296	81.5%
Non-Tenure Track		44	14.8%	41	13.7%	49	15.6%	58	18.0%	68	20.2%	67	18.5%
Total		298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
Full-time Faculty by Race/Ethnicity													
African-American		13	4.4%	12	4.0%	13	4.1%	15	4.6%	16	4.7%	20	5.5%
American Indian		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Asian		12	4.0%	12	4.0%	12	3.8%	11	3.4%	13	3.9%	15	4.1%
Hispanic		3	1.0%	3	1.0%	2	0.6%	3	0.9%	4	1.2%	4	1.1%
White		270	90.6%	272	91.0%	282	89.8%	288	89.2%	292	86.6%	312	86.0%
Nonresident Alien		-	0.0%	-	0.0%	5	1.6%	6	1.9%	12	3.6%	12	3.3%
Total		298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
Full-time Faculty by Minority Status and School													
Fulton (total/ % of total)		117	39.3%	118	39.5%	126	40.1%	132	40.9%	132	39.2%	143	39.4%
# Minority Faculty/ % of School		12	10.3%	11	9.3%	10	7.9%	12	9.1%	16	12.1%	18	12.6%
Henson (total/ % of total)		95	31.9%	95	31.8%	102	32.5%	102	31.6%	106	31.5%	114	31.4%
# Minority Faculty/ % of School		5	5.3%	5	5.3%	7	6.9%	7	6.9%	7	6.6%	11	9.6%
Perdue (total/ % of total)		41	13.8%	41	13.7%	41	13.1%	42	13.0%	47	13.9%	50	13.8%
# Minority Faculty/ % of School		6	14.6%	6	14.6%	5	12.2%	5	11.9%	6	12.8%	7	14.0%
Seidel (total/ % of total)		45	15.1%	45	15.1%	45	14.3%	47	14.6%	52	15.4%	56	15.4%
# Minority Faculty/ % of School		5	11.1%	5	11.1%	5	11.1%	5	10.6%	4	7.7%	4	7.1%
Total Faculty		298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
Total Minority Faculty		28	9.4%	27	9.0%	27	8.6%	29	9.0%	33	9.8%	40	11.0%
Full-time Faculty by Sex													
Male		180	60.4%	173	57.9%	178	56.7%	179	55.4%	185	54.9%	202	55.6%
Female		118	39.6%	126	42.1%	136	43.3%	144	44.6%	152	45.1%	161	44.4%
Total		298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%
Full-time Faculty by Sex and School													
Fulton	Male	75	64.1%	72	61.0%	77	61.1%	80	60.6%	80	60.6%	87	60.8%
	Female	42	35.9%	46	39.0%	49	38.9%	52	39.4%	52	39.4%	56	39.2%
Henson	Male	54	56.8%	51	53.7%	54	52.9%	53	52.0%	54	50.9%	61	53.5%
	Female	41	43.2%	44	46.3%	48	47.1%	49	48.0%	52	49.1%	53	46.5%
Perdue	Male	31	75.6%	30	73.2%	30	73.2%	28	66.7%	32	68.1%	33	66.0%
	Female	10	24.4%	11	26.8%	11	26.8%	14	33.3%	15	31.9%	17	34.0%
Seidel	Male	20	44.4%	20	44.4%	17	37.8%	18	38.3%	19	36.5%	22	39.3%
	Female	25	55.6%	25	55.6%	28	62.2%	29	61.7%	33	63.5%	34	60.7%
Total Males		180	60.4%	173	57.9%	178	56.7%	179	55.4%	185	54.9%	203	55.9%
Total Females		118	39.6%	126	42.1%	136	43.3%	144	44.6%	152	45.1%	160	44.1%
Grand Total		298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%

Source: Falle EDS File

Figure 1:

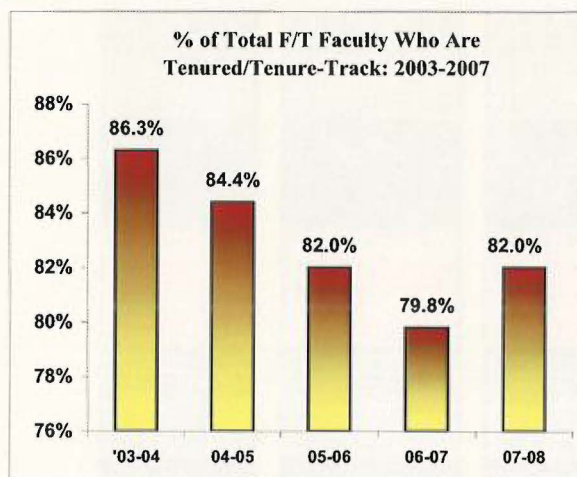


Figure 2:

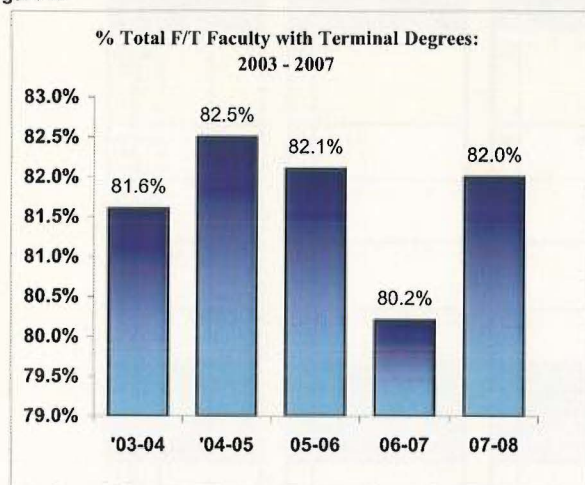


Figure 4:

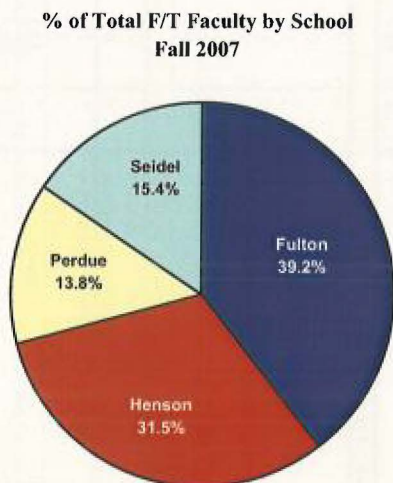


Figure 3:

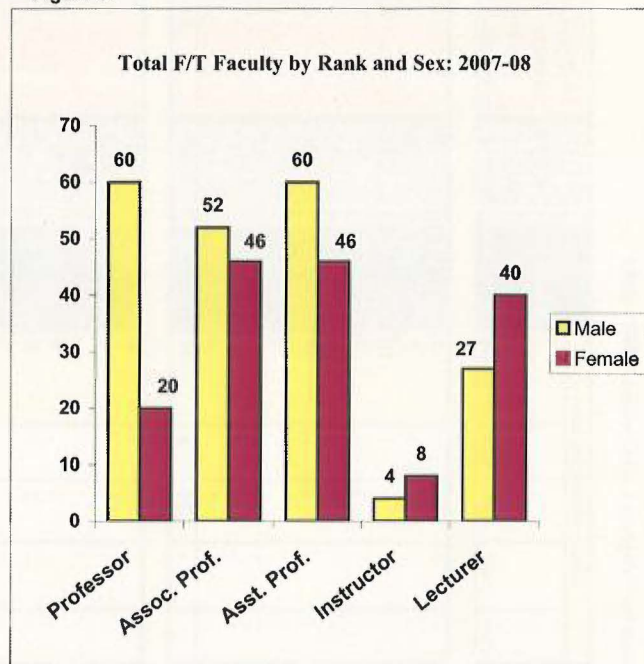
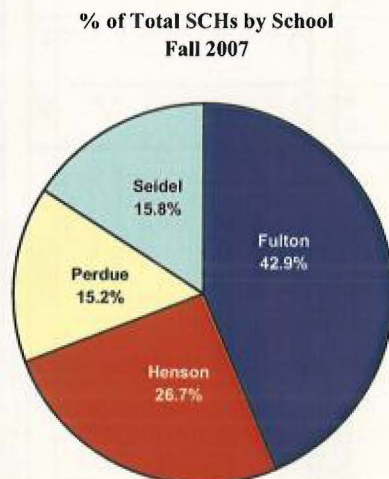


Figure 5:



Academic Programs Without Any Full-Time Minority or Nonresident Alien Faculty

Accounting	Management
Marketing	CLS/Medical Technology
Hlth, PE, and Human Perf.	Respiratory Therapy

Table 2:

Faculty Tenure Status by Rank, Department (or Program), and School: 2007 - 2008

School & Department	Tenured Faculty					Tenure-Track Faculty					Subtotal T/TT Faculty	% of T/TT who are Tenured	F/T Non Tenure- Track Faculty	Total Full- time Faculty	% who are T/TT	
	Prof	Assoc	Asst	Inst	Subtotal	Prof	Assoc	Asst	Inst	Subtotal						
Fulton School of Liberal Arts																
Art	2	5	-	-	7	-	-	3	-	3	10	70%	5	15	67%	
Communication Arts	2	9	2	-	13	-	-	6	1	7	20	65%	3	23	87%	
English	5	7	-	-	12	-	-	9	1	10	22	55%	5	27	81%	
History	6	10	-	-	16	-	-	3	-	3	19	84%	6	25	76%	
Modern Languages	1	1	-	-	2	-	-	4	-	4	6	33%	2	8	75%	
Music	1	1	-	-	2	-	-	4	1	5	7	29%	2	9	78%	
Philosophy	3	2	-	-	5	-	-	1	-	1	6	83%	-	6	100%	
Political Science	3	1	1	-	5	-	-	1	-	1	6	83%	-	6	100%	
Psychology	3	4	4	-	11	-	-	4	-	4	15	73%	-	15	100%	
Sociology	-	4	2	-	6	-	-	3	-	3	9	67%	-	9	100%	
Subtotal	26	44	9	-	79	-	-	38	3	41	120	66%	23	143	84%	
Henson School of Science & Technology																
Biology	9	8	-	-	17	-	-	5	-	5	22	77%	7	29	76%	
Chemistry	4	3	-	-	7	-	-	1	-	1	8	88%	4	12	67%	
CLS/Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%	-	3	100%	
Computer Science	1	2	-	-	3	-	-	3	-	3	6	50%	1	7	86%	
Geography	2	2	-	-	4	-	-	5	-	5	9	44%	1	10	90%	
Mathematics	7	6	-	-	13	-	-	-	-	-	13	100%	7	20	65%	
Nursing	5	2	4	-	11	-	-	-	6	6	17	65%	3	20	85%	
Physics	3	2	-	-	5	-	-	-	-	-	5	100%	2	7	71%	
Respiratory Therapy	1	1	-	-	2	-	-	1	-	1	3	67%	3	6	50%	
Subtotal	32	28	5	-	65	-	-	15	6	21	86	76%	28	114	75%	
Perdue School of Business																
Accounting	5	1	1	-	7	-	-	2	-	2	9	78%	2	11	82%	
Economics	-	2	-	-	2	-	-	4	-	4	6	33%	1	7	86%	
Finance	3	1	-	-	4	-	1	-	-	1	5	80%	-	5	100%	
Information Systems	2	2	1	-	5	-	-	3	-	3	8	63%	2	10	80%	
Management	2	1	-	-	3	-	-	3	2	5	8	38%	2	10	80%	
Marketing	3	2	-	-	5	-	-	1	-	1	6	83%	1	7	86%	
Subtotal	15	9	2	-	26	-	1	13	2	16	42	62%	8	50	84%	
Seidel School of Education & Professional Studies																
Teacher Education	3	5	-	-	8	-	-	5	-	5	13	62%	4	17	76%	
Education Specialities	2	4	1	-	7	-	-	7	-	7	14	50%	-	14	100%	
Physical Education	1	2	-	-	3	-	-	7	1	8	11	27%	-	11	100%	
Social Work	1	4	2	-	7	-	1	2	-	3	10	70%	4	14	71%	
Subtotal	7	15	3	-	25	-	1	21	1	23	48	52%	8	56	86%	
TOTALS	80	96	19	-	195	-	2	87	12	101	296	66%	67	363	82%	

Source: Fall 2007 EDS File

Table 3:

Full-Time Faculty by Race, Sex, School, and Department or Program: Fall 2007

School & Department	African-American			American Indian			Asian American			Hispanic			White			Nonresident Alien			Total			#	#	% Minority &
	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	Male	Female	Total	Minority	NRA	Nonresident Alien
Fulton School of Liberal Arts																								
Art	1	-	1	-	-	-	1	-	1	-	-	-	7	6	13	-	-	-	9	6	15	2	-	13.3%
Communication Arts	2	-	2	-	-	-	2	-	2	-	-	-	12	7	19	-	-	-	16	7	23	4	-	17.4%
English	1	2	3	-	-	-	-	1	1	1	-	1	13	9	22	-	-	-	15	12	27	5	-	18.5%
History	-	1	1	-	-	-	-	-	-	-	-	-	16	8	24	-	-	-	16	9	25	1	-	4.0%
Modern Languages	-	-	-	-	-	-	-	-	-	2	2	2	1	5	6	-	-	-	1	7	8	2	-	25.0%
Music	1	-	1	-	-	-	-	-	-	-	-	-	5	2	7	-	1	1	6	3	9	1	1	22.2%
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	2	-	2	5	1	6	-	2	33.3%
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	1	-	1	5	1	6	-	1	16.7%
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	8	6	14	-	-	-	8	7	15	1	-	6.7%
Sociology	1	-	1	-	-	-	-	-	-	-	-	-	5	3	8	-	-	-	6	3	9	1	-	11.1%
Subtotal	6	4	10	-	-	-	3	1	4	1	2	3	74	48	122	3	1	4	87	56	143	17	4	14.7%
Henson School of Science and Technology																								
Biology	2	-	2	-	-	-	-	-	-	-	-	-	14	13	27	-	-	-	16	13	29	2	-	6.9%
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	7	4	11	-	-	-	8	4	12	1	-	8.3%
CLS/Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-	-	3	3	-	-	No Mnrtly/ NRA Fclty
Computer Science	1	-	1	-	-	-	-	1	1	-	-	-	2	1	3	-	2	2	4	3	7	2	2	57.1%
Geography	-	-	-	-	-	-	-	1	1	1	-	1	6	1	7	-	1	1	7	3	10	2	1	30.0%
Math Sciences	1	-	1	-	-	-	-	1	1	-	-	-	15	3	18	-	-	-	16	4	20	2	-	10.0%
Nursing	-	1	1	-	-	-	-	-	-	-	-	-	1	18	19	-	-	-	1	19	20	1	-	5.0%
Physics	-	-	-	-	-	-	-	1	1	-	-	-	5	1	6	-	-	-	6	1	7	1	-	14.3%
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	-	-	-	3	3	6	-	-	No Mnrtly/ NRA Fclty
Subtotal	5	1	6	-	-	-	1	3	4	1	-	1	53	47	100	-	3	3	61	53	114	11	3	12.3%
Perdue School of Business																								
Accounting	-	-	-	-	-	-	-	-	-	-	-	-	7	4	11	-	-	-	7	4	11	-	-	No Mnrtly/ NRA Fclty
Economics	-	-	-	-	-	-	-	1	1	2	-	-	2	2	4	-	1	1	3	4	7	2	1	42.9%
Finance	-	-	-	-	-	-	1	-	1	-	-	-	4	-	4	-	-	-	5	-	5	1	-	20.0%
Information Systems	-	-	-	-	-	-	3	-	3	-	-	-	3	3	6	-	1	1	6	4	10	3	1	40.0%
Management	-	-	-	-	-	-	-	-	-	-	-	-	9	1	10	-	-	-	9	1	10	-	-	No Mnrtly/ NRA Fclty
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	3	4	7	-	-	-	3	4	7	-	-	No Mnrtly/ NRA Fclty
Subtotal	-	-	-	-	-	-	5	1	6	-	-	-	28	14	42	-	2	2	33	17	50	6	2	16.0%
Seidel School of Health, Physical Education, & Human Performance																								
Teacher Education	1	-	1	-	-	-	-	-	-	-	-	-	7	7	14	-	2	2	8	9	17	1	2	17.6%
Education Specialities	1	1	2	-	-	-	-	-	-	-	-	-	4	8	12	-	-	-	5	9	14	2	-	14.3%
Hlth, PE, and Human Perf.	-	-	-	-	-	-	-	-	-	-	-	-	6	5	11	-	-	-	6	5	11	-	-	No Mnrtly/ Intrntl Fclty
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	9	12	-	1	1	3	11	14	1	1	14.3%
Subtotal	2	2	4	-	-	-	-	-	-	-	-	-	20	29	49	-	3	3	22	34	56	4	3	12.5%
TOTAL	13	7	20	-	-	-	9	5	14	2	2	4	175	138	313	3	9	12	203	160	363	38	12	13.8%

Figure 6:

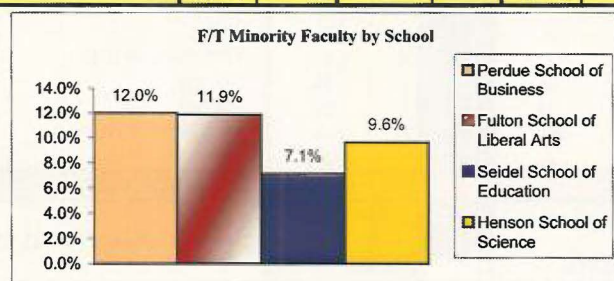
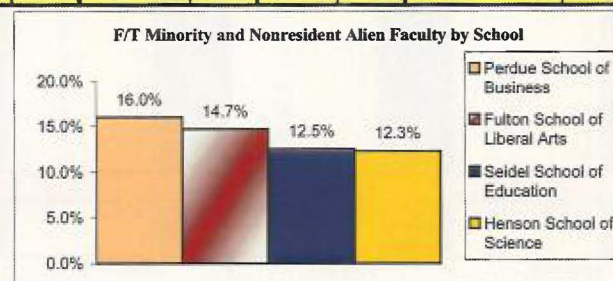


Figure 7:



Source: Fall 2007 EDS File

Table 3.1

Total Full-time Faculty by School, Department, and Tenure Status, Fall 1997, 2003-2007

School & Department	Fall 1997			Fall 2003			Fall 2004			Fall 2005			Fall 2006			Fall 2007		
	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT
Fulton School of Liberal Arts																		
Art	6	-	6	7	5	12	8	5	13	8	5	13	9	5	14	10	5	15
Communication Arts	11	3	14	16	2	18	16	2	18	19	3	22	16	4	20	20	3	23
English	16	1	17	20	3	23	20	7	27	20	7	27	19	7	26	22	5	27
History	15	7	22	18	5	23	17	5	22	18	6	24	18	6	24	19	6	25
Modern Languages	4	2	6	4	2	6	5	2	7	5	2	7	5	2	7	6	2	8
Music	6	-	6	5	1	6	6	2	8	6	2	8	6	1	7	7	2	9
Philosophy	4	-	4	5	-	5	5	-	5	5	-	5	6	-	6	6	-	6
Political Science	4	1	5	5	-	5	5	-	5	5	-	5	6	-	6	6	-	6
Psychology	10	2	12	12	1	13	14	-	14	14	-	14	14	-	14	15	-	15
Sociology	4	-	4	7	-	7	7	-	7	7	-	7	8	-	8	9	-	9
Subtotal	80	16	96	99	19	118	103	23	126	107	25	132	107	25	132	120	23	143
Henson School of Science and Technology																		
Biology	14	8	22	18	4	22	19	4	23	19	4	23	19	7	26	22	7	29
Chemistry	7	4	11	9	3	12	9	3	12	9	3	12	8	4	12	8	4	12
CLS/Medical Technology	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3
Computer Science	4	-	4	4	1	5	6	1	7	5	2	7	5	1	6	6	1	7
Geography	7	1	8	8	1	9	8	1	9	8	1	9	8	1	9	9	1	10
Mathematics	11	3	14	14	3	17	15	5	20	14	5	19	13	8	21	13	7	20
Nursing	15	2	17	17	-	17	17	1	18	16	3	19	16	1	17	17	3	20
Physics	4	2	6	5	1	6	5	1	6	5	1	6	5	2	7	5	2	7
Respiratory Therapy	2	-	2	3	1	4	3	1	4	3	1	4	2	3	5	3	3	6
Subtotal	67	20	87	81	14	95	85	17	102	82	20	102	79	27	106	86	28	114
Perdue School of Business																		
Accounting & Legal Studies	6	1	7	9	-	9	8	-	8	8	-	8	9	1	10	9	2	11
Economics	2	2	4	3	1	4	4	1	5	4	1	5	6	-	6	6	1	7
Finance	2	-	2	4	1	5	5	-	5	5	-	5	6	-	6	5	-	5
Information Systems	6	2	8	7	2	9	7	2	9	7	2	9	7	2	9	8	2	10
Management	5	2	7	7	1	8	7	1	8	5	3	8	7	2	9	8	2	10
Marketing	5	-	5	5	1	6	5	1	6	6	1	7	6	1	7	6	1	7
Subtotal	26	7	33	35	6	41	36	5	41	35	7	42	41	6	47	42	8	50
Seidel School of Education and Professional Studies																		
Education	19	3	22	24	1	25	24	2	26	23	4	27	23	6	29	-	-	-
Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	4	17
Education Specialities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	14
Health, PE, and Human Performance	10	-	10	9	1	10	7	2	9	9	-	9	9	1	10	11	-	11
Social Work	5	1	6	10	-	10	10	-	10	9	2	11	10	3	13	10	4	14
Subtotal	34	4	38	43	2	45	41	4	45	41	6	47	42	10	52	48	8	56
TOTAL	207	47	254	258	41	299	265	49	314	265	58	323	269	68	337	296	67	363

Source: Fall EDS Files

Table 3.2

Total Faculty by School, Department, and Employment Status, Fall 2003-Fall 2007

School & Discipline	Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007			
	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total
Fulton School of Liberal Arts																				
Art	12	10	-	22	13	7	-	20	13	7	-	20	14	4	-	18	15	9	-	24
Communication Arts	18	12	-	30	18	9	-	27	22	9	-	31	20	11	-	31	23	7	-	30
English	23	7	10	40	27	6	9	42	27	3	12	42	26	6	14	46	27	7	11	45
History	23	2	2	27	22	3	-	25	24	3	-	27	24	4	-	28	25	7	-	32
Interdisciplinary/ General Studies	-	2	-	2	-	2	-	2	-	-	-	-	-	1	-	1	-	-	-	-
Modern Languages	6	6	-	12	7	6	1	14	7	6	-	13	7	5	-	12	8	5	-	13
Music	6	13	-	19	8	9	-	17	8	9	-	17	7	8	-	15	9	10	-	19
Philosophy	5	1	-	6	5	1	-	6	5	-	-	5	6	1	-	7	6	1	-	7
Political Science	5	2	-	7	5	2	-	7	5	2	-	7	6	2	-	8	6	1	-	7
Psychology	13	3	-	16	14	1	-	15	14	1	-	15	14	2	-	16	15	1	-	16
Sociology	7	1	-	8	7	2	-	9	7	-	-	7	8	-	-	8	9	-	-	9
Subtotal	118	59	12	189	126	48	10	184	132	40	12	184	132	44	14	190	143	48	11	202
Henson School of Science and Technology																				
Biology	22	3	-	25	23	4	-	27	23	6	-	29	26	3	-	29	29	2	-	31
Chemistry	12	1	-	13	12	1	-	13	12	2	-	14	12	1	-	13	12	1	-	13
CLS/Medical Technology	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3
Computer Science	5	-	-	5	7	-	-	7	7	-	-	7	6	1	-	7	7	1	-	8
Geography	9	-	-	9	9	-	-	9	9	-	-	9	9	-	-	9	10	-	-	10
Math Sciences	17	4	-	21	20	5	-	25	19	7	-	26	21	5	-	26	20	3	-	23
Nursing	17	24	-	41	18	21	-	39	19	19	-	38	17	21	-	38	20	18	-	38
Physics	6	2	-	8	6	3	-	9	6	1	-	7	7	1	-	8	7	1	-	8
Respiratory Therapy	4	2	-	6	4	6	-	10	4	10	-	14	5	9	-	14	6	9	-	15
Subtotal	95	36	-	131	102	40	-	142	102	45	-	147	106	41	-	147	114	35	-	149
Perdue School of Business																				
Accounting & Legal Studies	9	2	-	11	8	3	-	11	8	5	-	13	10	3	-	13	11	3	-	14
Economics	4	2	-	6	5	3	-	8	5	2	-	7	6	2	-	8	7	1	-	8
Finance	5	4	-	9	5	3	-	8	5	5	-	10	6	4	-	10	5	2	-	7
Information Systems	9	6	-	15	9	6	-	15	9	4	-	13	9	7	-	16	10	4	-	14
Management	8	5	-	13	8	5	-	13	8	6	-	14	9	4	-	13	10	3	-	13
Marketing	6	5	-	11	6	3	-	9	7	2	-	9	7	1	-	8	7	11	-	18
Subtotal	41	24	-	65	41	23	-	64	42	24	-	66	47	21	-	68	50	24	-	74
Seidel School of Education and Professional Studies																				
Education	25	65	-	90	26	51	-	77	27	42	-	69	29	32	-	61	-	-	2	2
Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	37	-	54
Education Specialities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	14
Health, PE, and Human Performance	10	8	2	20	9	9	2	20	9	14	2	25	10	10	2	22	11	10	1	22
Social Work	10	7	-	17	10	9	-	19	11	6	-	17	13	4	-	17	14	14	-	28
Subtotal	45	80	2	127	45	69	2	116	47	62	2	111	52	46	2	100	56	61	3	120
TOTAL	299	199	14	512	314	180	12	506	323	171	14	508	337	152	16	505	363	168	14	545

Source: Fall EDS File

Table 4: Full-Time Faculty by Rank, Sex, & School: Fall 2007

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
Fulton School of Liberal Arts							
Male	21	25	29	1	11	87	60.8%
Female	5	19	18	2	12	56	39.2%
Subtotal	26	44	47	3	23	143	100.0%
Henson School of Science & Technology							
Male	22	15	12	-	12	61	53.5%
Female	10	13	8	6	16	53	46.5%
Subtotal	32	28	20	6	28	114	100.0%
Perdue School of Business							
Male	12	7	9	2	3	33	66.0%
Female	3	3	6	-	5	17	34.0%
Subtotal	15	10	15	2	8	50	100.0%
Seidel School of Education & Professional Studies							
Male	5	5	10	1	1	22	39.3%
Female	2	11	14	-	7	34	60.7%
Subtotal	7	16	24	1	8	56	100.0%
GRAND TOTAL							
MALE	60	52	60	4	27	203	55.9%
FEMALE	20	46	46	8	40	160	44.1%
TOTAL	80	98	106	12	67	363	100.0%

Figure 8: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank: Fall 2007

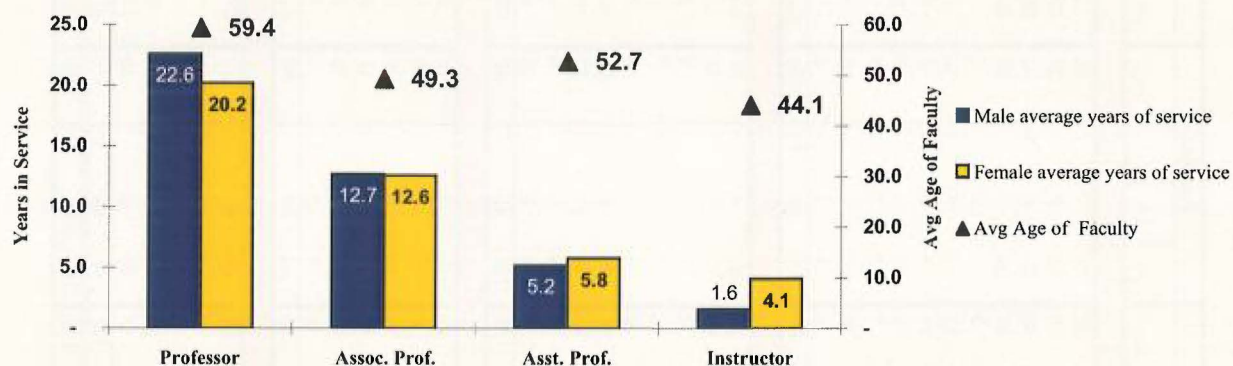


Table 5: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank
(Up to and including Fall 2007 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty	80	98	106	12	
Average Age of faculty	59.4	49.3	52.7	44.1	53.0
Average Years of service for faculty at rank	22.6	12.7	5.2	3.3	12.3
Male average years of service	22.6	12.7	5.2	1.6	12.3
Female average years of service	20.2	12.6	5.8	4.1	10.7

Table 6:

**Highest Degree Awarded to Tenured/Tenure-Track Faculty
by State & Institution, Academic Year 2007-2008**

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U. of Alabama	2	-	-	2
U. of S. Alabama	1	-	-	1
ARIZONA				
Arizona State U.	1	-	-	1
U. of Arizona	2	-	-	2
ARKANSAS				
U. of Arkansas	1	-	-	1
CALIFORNIA				
Alliant International U.	1	-	-	1
California Institute of the Arts	-	1	-	1
Claremont Graduate U.	2	-	-	2
Loma Linda University	-	1	-	1
U of California	8	-	-	8
COLORADO				
U. of Colorado	2	-	-	2
U. of Denver	1	-	-	1
U. of N. Colorado	1	-	-	1
CONNECTICUT				
U. of Connecticut	3	-	-	3
Yale U.	1	-	-	1
DELAWARE				
U. of Delaware	10	-	-	10
Wesley College	-	1	-	1
Wilmington College	-	1	-	1
DISTRICT OF COLUMBIA				
Catholic University of America	6	1	-	7
Georgetown U.	2	1	-	3
George Washington U.	8	-	-	8
FLORIDA				
Florida State U.	6	-	-	6
U. of Florida	3	-	-	3
U. of S. Florida	1	1	-	2
GEORGIA				
Emory U.	2	-	-	2
Georgia State U.	2	-	-	2
U. of Georgia	3	-	-	3
HAWAII				
U of Hawaii	1	-	-	1
ILLINOIS				
Illinois State U.	1	-	-	1
Northwestern U.	2	-	-	2
Southern Illinois U.	1	1	-	2
U. of Illinois	2	-	-	2
INDIANA				
Ball State U	1	-	-	1
Indiana U.	6	-	-	6
Purdue U.	-	1	-	1
IOWA				
U. of Iowa	3	-	-	3
KANSAS				
Newman U	1	-	-	1
U. of Kansas	3	-	-	3
KENTUCKY				
Murray State U.	-	1	-	1
U. of Kentucky	1	-	-	1
LOUISIANA				
Louisiana Tech.	1	-	-	1
Louisiana St. U., Baton Rouge	4	-	-	4
Northwestern State U.	1	-	-	1
U of Louisiana, Lafayette	1	-	-	1
MARYLAND				
Johns Hopkins U.	4	-	-	4
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	6	1	7
UMB	3	1	-	4
UMBC	1	-	-	1
UMCP	20	1	-	21
UMES	1	-	-	1
MASSACHUSETTS				
Brandeis U.	1	-	-	1
Northeastern U. (Boston)	3	-	-	3
Springfield C	-	1	-	1
Tufts U.	1	-	-	1
U. of Massachusetts	2	-	-	2

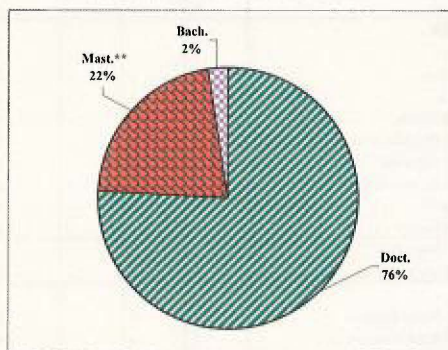
Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
MICHIGAN				
Cranbrook Academy of Art	-	1	-	1
Eastern Michigan U.	-	1	-	1
Michigan State U.	3	1	-	4
Western Michigan U.	1	-	-	1
MINNESOTA				
U. of Minnesota	1	-	-	1
MISSISSIPPI				
U. of S. Mississippi	1	-	-	1
MISSOURI				
U. of Missouri	2	-	-	2
Washington U. @ St. Louis	1	-	-	1
NEBRASKA				
U. of Nebraska	2	-	-	2
NEVADA				
U. of Nevada-Las Vegas	2	-	-	2
NEW HAMPSHIRE				
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton U.	-	1	-	1
Rutgers U.	1	-	-	1
NEW YORK				
CUNY	1	-	-	1
Columbia U.	2	-	-	2
Cornell U.	2	-	-	2
SUNY at Albany	3	-	-	3
SUNY at Binghamton	1	-	-	1
SUNY at Syracuse	1	-	-	1
SUNY at Stony Brook	2	-	-	2
Syracuse U.	4	-	-	4
U. of Rochester	1	-	-	1
NORTH CAROLINA				
U. of NC, Greensboro	3	-	-	3
OHIO				
Bowling Green State U.	1	1	-	2
Case Western Reserve U.	1	-	-	1
Kent State U.	-	1	-	1
Ohio State U.	5	1	-	6
Ohio U.	1	-	-	1
Union Institute	1	-	-	1
U. of Cincinnati	1	1	-	2
OKLAHOMA				
Oklahoma State U.	2	-	-	2
U. of Oklahoma	1	-	-	1
OREGON				
U. of Oregon	2	-	-	2
PENNSYLVANIA				
Carnegie Mellon U.	1	-	-	1
Lehigh U.	3	-	-	3
Penn State U.	6	2	-	8
Temple U.	4	-	-	4
U. of PA	3	-	-	3
U. of Pittsburgh	3	-	-	3
RHODE ISLAND				
Brown U.	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	4	-	-	4
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	6	1	-	7
Vanderbilt U.	1	1	-	2
TEXAS				
Texas Christian U	2	-	-	2
U. of Houston	3	-	-	3
U. of North Texas	2	-	-	2
U. of Texas	6	-	-	6
UTAH				
U. of Utah	2	-	-	2
VERMONT				
Brigham Young U	-	-	1	1
VIRGINIA				
College of William & Mary	2	-	-	2
Old Dominion U.	1	-	-	1
U. of Virginia	3	-	-	3
Va. Commonwealth U.	1	-	-	1
Va. Polytechnic Inst.	4	-	-	4

Table 6 (continued):
Highest Degrees Awarded to Tenured/Tenure-Track Faculty
Academic Year 2007-2008 (continued)

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
WASHINGTON				
U. of Washington	1	-	-	1
WISCONSIN				
U. of Wisconsin	4	-	-	4
FOREIGN COUNTRIES				
Cambridge U. (UK)	1	-	-	1
McGill U., Canada	1	-	-	1
Sejong U. Republic of Korea	-	1	-	1
U. of British Columbia	1	-	-	1
U. of Calgary, Canada	2	-	-	2
U. of Guelph, Canada	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Toronto, Canada	2	-	-	2
U. of Victoria, B.C., Canada	2	-	-	2
Tenured/Tenure-Track Faculty*				
Subtotal	260	34	2	296

*Includes 8 MFAs, 2 Masters in Med Tech/Resp. Therapy, and 1 Master's in Social Work (considered to be terminal in their field).

Figure 9:
All Full-Time Faculty
Percentage of Highest Degrees Awarded, Fall 2007



T/TT Faculty = 297: highest degrees from 41 states, D.C. and 3 foreign countries; 88% with doctoral degrees, 92% with terminal degrees.
ALL F/T Faculty = 363: highest degrees from 41 states, D.C., and 3 foreign countries. 76% with doctoral degrees; 82% with terminal degrees
Terminal Degrees represent 108 institutions of higher education from 40 states, the District of Columbia and 2 foreign countries.

Table 7:
Highest Degree Awarded to Full-Time Non-Tenure Track Faculty
By State & Institution, Academic Year 2007-2008

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.**	Bach.	
ARIZONA				
U. of Arizona	-	1	-	1
CALIFORNIA				
California State University	-	1	1	2
U. of California, Santa Barbara	1	-	-	1
DELAWARE				
U. of Delaware	1	2	-	3
Wilmington College	1	4	-	5
DISTRICT OF COLUMBIA				
George Washington U.	1	2	-	3
Georgetown U Law Center	1	-	-	1
FLORIDA				
U. of Florida	1	-	-	1
INDIANA				
Indiana U.	2	1	-	3
KANSAS				
U. of Kansas	-	1	-	1
MARYLAND				
Johns Hopkins U.	1	1	-	2
Salisbury U.	-	17	3	20
UMCP	1	2	1	4
UMB	-	1	-	1
Washington College	-	1	-	1
MASSACHUSETTS				
Eastern Nazarene C.	-	-	1	1
MICHIGAN				
Wayne State U.	-	1	-	1
MISSISSIPPI				
Mississippi State U.	-	1	-	1
U. of Mississippi	-	1	-	1
NEW JERSEY				
Rutgers U.	-	1	-	1
NORTH CAROLINA				
Appalachian State U.	-	1	-	1
East Carolina U.	-	1	-	1
OHIO				
Ohio State U.	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	-	1	1
PENNSYLVANIA				
Arcadia U.	-	1	-	1
Penn State U.	1	-	-	1
Saint Joseph's U.	-	1	-	1
U. of Pittsburgh	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	1	-	-	1
TEXAS				
U. of Texas	-	1	-	1
VIRGINIA				
U. of Virginia	1	-	-	1
WISCONSIN				
U. of Wisconsin-Madison	-	1	-	1
Total Full-Time non-tenure track faculty	15	44	7	66
GRAND TOTAL FOR ALL FACULTY	275	78	9	362

**Includes 6 MFAs, 4 Master's in Social Work, 1 Master's in Respiratory Therapy, and 1 JD in Management (considered to be terminal in their field).

Source: SU's PeopleSoft Employee Education Data

Table 8:

Salisbury University
SCH to FTEF Ratio
Academic Years 2002-2003 through 2006-2007

	AY 2002-2003			AY 2003-2004			AY 2004-2005			AY 2005-2006			AY 2006-2007		
	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio
Fulton School of Liberal Arts															
ART	6,778	17.13	395.68	6,547	17.03	384.47	6,740	17.86	377.38	6,921	17.51	395.26	7,702	19.58	393.36
CMAT, DANC & THEA	10,964	20.77	527.88	10,879	21.84	498.07	11,022	24.63	447.57	11,844	25.73	460.39	11,142	24.87	447.94
ENGL	13,445	28.11	478.30	13,530	27.08	499.72	13,450	28.48	472.28	13,735	28.85	476.10	15,669	31.16	502.82
HIST & ANTH	15,996	25.31	632.00	15,725	25.11	626.31	16,126	23.23	694.34	15,666	24.44	640.93	16,494	23.29	708.28
MDFL	3,258	8.74	372.77	3,032	9.36	323.79	3,463	8.98	385.53	3,453	10.05	343.45	3,469	9.45	367.14
MUSC	1,464	8.53	171.63	1,747	9.56	182.75	2,249	10.64	211.29	2,694	9.92	271.46	3,024	13.84	218.56
PHIL	3,538	4.99	709.02	3,100	4.08	759.96	3,552	5.17	686.82	3,294	5.18	636.47	3,483	5.72	608.92
POSC	3,050	4.81	634.10	3,605	5.19	695.11	3,684	4.54	811.83	3,288	5.25	626.63	3,967	6.25	634.68
PSYC	10,670	13.23	806.50	10,464	13.84	755.93	11,273	13.66	825.18	12,251	14.45	848.11	11,538	14.09	818.88
SOCI & CADR	4,204	6.38	658.93	4,770	7.03	678.64	4,477	6.64	673.99	4,598	6.83	672.84	5,004	7.79	642.29
HONR & IDIS	1,671			1,459			1,422			1,659			1,379		
Average	75,038	138.00	543.75	74,858	140.11	534.26	77,458	143.83	538.54	79,403	148.21	535.76	82,871	156.04	531.09
Henson School of Science & Technology															
BIOL & ENVH	12,770	27.62	462.35	12,786	27.55	464.10	13,670	29.20	468.13	13,813	28.97	476.73	14,464	30.09	480.63
CHEM	5,398	12.45	433.57	5,266	13.80	381.55	5,692	13.78	413.06	5,605	13.37	419.20	5,968	14.59	409.15
GEOG	5,941	9.18	647.17	6,259	9.36	668.73	6,039	9.56	631.86	7,004	10.63	658.88	7,305	10.51	695.08
MDTC & RESP & AHPH	1,014	7.36	137.77	1,358	8.39	161.94	1,686	8.87	190.16	2,433	9.93	244.91	2,624	11.86	221.28
MATH & COSC	12,451	23.11	538.77	13,057	24.08	542.28	13,152	25.24	521.05	12,468	26.05	478.68	13,144	26.76	491.16
NURS	3,853	23.77	162.10	4,268	24.66	173.06	4,493	25.18	178.44	4,210	23.76	177.17	3,955	23.75	166.54
PHYS	3,123	6.88	453.92	2,989	7.31	409.06	2,904	6.83	425.13	2,901	7.07	410.18	2,637	6.89	382.50
Average	44,550	110.37	403.64	45,983	115.14	399.35	47,636	118.66	401.46	48,434	119.79	404.32	50,097	124.45	402.55
Perdue School of Business															
ACCT	4,752	10.26	463.16	4,803	9.88	486.13	5,394	10.74	502.23	5,544	10.19	544.24	6,780	11.84	572.55
BUAD, MKTG, MGMT (2)	9,603	17.42	551.26	8,650	17.81	485.68	9,003	16.27	553.26	8,972	16.82	533.37	10,374	18.61	557.49
ECON & FINA	5,526	10.79	512.14	5,359	9.59	559.10	5,802	9.78	593.10	6,174	12.13	508.79	7,495	14.79	506.85
INFO	4,891	11.70	418.03	4,994	11.38	438.98	4,785	11.64	410.95	4,987	11.25	443.24	5,590	11.78	474.40
Average	24,772	50.17	493.76	23,806	48.65	489.32	24,984	48.44	515.79	25,677	50.39	509.53	30,239	57.02	530.31
Seidel School of Professional Studies															
ELED, ECED, EDUC, EDLD, EMAT	14,323	33.49	427.68	12,325	29.11	423.43	13,206	33.06	399.44	12,645	32.81	385.42	12,110	34.14	354.68
PHED, EXSC, ATTR, HLTH	11,324	20.63	548.91	13,482	20.24	665.98	11,857	20.30	584.02	12,319	21.91	562.32	13,301	22.16	600.26
SOWK	4,317	10.57	408.42	4,180	11.91	350.85	5,277	11.39	463.25	5,289	11.52	459.15	5,217	13.41	388.91
Average	29,964	64.69	463.19	29,987	61.27	489.46	30,340	64.76	468.53	30,253	66.23	456.75	30,628	69.72	439.32
Institutional Average	174,324	363.23	479.93	174,634	365.18	478.22	180,418	375.68	480.24	183,767	384.63	477.78	193,835	407.23	475.99

NOTE: (1) The majority of student credit hours generated by Interdisciplinary Studies and Honors courses are taught by Fulton School faculty. These student credit hours are included as a single total, and are not matched to any FTEF because the FTEF of the faculty teaching them is counted in their home discipline. The effect on the Fulton School is reflected in the school's overall average SCH to FTEF ratio.

(2) In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: SCH is from Annual Credit Hour Production, Fall Fact Book.
FTEF is derived from the annual Faculty Workload Report.

Table 9:

Salisbury University
Student to Faculty Ratio
Academic Years 2002-2003 through 2006-2007

	AY 2002-2003			AY 2003-2004			AY 2004-2005			AY 2005-2006			AY 2006-2007		
	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	452	17.13	13.19	437	17.03	12.83	450	17.86	12.59	462	17.51	13.18	513	19.58	13.11
CMAT, DANC & THEA	731	20.77	17.60	725	21.84	16.61	735	24.63	14.92	790	25.73	15.35	743	24.87	14.93
ENGL	905	28.11	16.11	909	27.08	16.79	904	28.48	15.87	923	28.85	15.99	1,053	31.16	16.90
HIST & ANTH	1,071	25.31	21.16	1,053	25.11	20.97	1,079	23.23	23.22	1,049	24.44	21.45	1,103	23.29	23.69
MDFL	217	8.74	12.43	202	9.36	10.81	231	8.98	12.86	230	10.05	11.45	231	9.45	12.24
MUSC	98	8.53	5.73	117	9.56	6.10	150	10.64	7.05	180	9.92	9.05	202	13.84	7.29
PHIL	236	4.99	23.63	207	4.08	25.33	237	5.17	22.89	220	5.18	21.22	232	5.72	20.30
POSC & ENVI	203	4.81	21.14	240	5.19	23.15	246	4.54	27.06	219	5.25	20.89	264	6.25	21.16
PSYC	711	13.23	26.89	698	13.84	25.20	752	13.66	27.51	817	14.45	28.27	769	14.09	27.30
SOCI & CADR	280	6.38	21.96	318	7.03	22.62	298	6.64	22.47	307	6.83	22.44	334	7.79	21.41
HONR & IDIS	111			99			95			111			92		
Average			18.18			17.86			17.99			17.90			17.74
Henson School of Science & Technology															
BIOL & ENVH	852	27.62	15.42	853	27.55	15.48	913	29.20	15.64	922	28.97	15.90	966	30.09	16.04
CHEM	360	12.45	14.45	351	13.80	12.72	380	13.78	13.78	374	13.37	13.97	398	14.59	13.65
GEOG & GEOL	396	9.18	21.57	417	9.39	22.22	403	9.56	21.06	467	10.63	21.96	487	10.51	23.17
MDTC, RESP & AHPH	68	7.36	4.59	91	8.39	5.40	112	8.87	6.34	168	9.93	8.44	180	11.86	7.57
MATH & COSC	834	23.11	18.04	874	24.08	18.14	881	25.24	17.45	834	26.05	16.00	879	26.76	16.43
NURS	261	23.77	5.50	288	24.66	5.84	305	25.18	6.05	283	23.76	5.96	267	23.75	5.62
PHYS	208	6.88	15.13	200	7.31	13.65	194	6.83	14.20	193	7.07	13.67	176	6.89	12.75
Average			13.50			13.34			13.43			13.52			13.47
Perdue School of Business															
ACCT	320	10.26	15.60	323	9.88	16.34	363	10.74	16.89	373	10.19	18.30	456	11.84	19.24
BUAD, MKTG, MGMT	654	17.42	18.77	589	17.81	16.52	610	16.27	18.74	608	16.82	18.09	703	18.61	18.88
ECON & FINA	373	10.79	17.29	362	9.59	18.85	391	9.78	19.98	416	12.13	17.12	504	14.79	17.05
INFO	329	11.70	14.05	337	11.38	14.79	322	11.64	13.82	336	11.25	14.91	376	11.78	15.94
Average			16.70			16.54			17.40			17.19			17.87
Seidel School of Professional Studies															
ELED, ECED, EDUC	995	33.49	14.85	860	29.11	14.77	920	33.06	13.91	882	32.81	13.45	846	34.14	12.39
PHED, EXSC, ATTR, HLTH	735	20.63	17.81	902	20.24	22.29	778	20.30	19.16	822	21.91	18.76	887	22.16	20.01
SOWK	311	10.57	14.71	306	11.91	12.85	383	11.39	16.82	389	11.52	16.87	381	13.41	14.21
Average			15.77			16.88			16.07			15.80			15.16
Institutional Average			16.12			16.10			16.14			16.08			16.01

Note: FTEs is calculated using student credit hours. FTEs is the sum of undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12
FTEF is calculated by dividing courses taught (including those taught by TA's) by expected load. Expected load varies, and this has been taken into consideration in the calculation of FTEF. Student to Faculty Ratio is calculated: FTEs divided by FTEF divided by 2 (brings full-year load to a semester equivalent).

In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.
Sources: FTEs is derived from SCH is from Annual Credit Hour Production, Fall Fact Book.
FTEF is derived from the Annual Faculty Workload Reports.

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status
Fall 2007

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	21	-	3	-	-	-	24	-
Female	23	-	2	-	-	-	25	-
Subtotal	44	-	5	-	-	-	49	-
Faculty¹								
Male	174	48	14	3	15	4	203	55
Female	138	94	7	4	15	15	160	113
Subtotal	312	142	21	7	30	19	363	168
Professional								
Male	68	-	4	-	1	-	73	-
Female	74	4	10	-	3	-	87	4
Subtotal	142	4	14	-	4	-	160	4
Teaching & Research Assistants								
Male	-	31	-	-	-	1	-	32
Female	-	25	-	1	-	6	-	32
Subtotal	-	56	-	1	-	7	-	64
Technical/Paraprofessional								
Male	23	1	1	-	-	-	24	1
Female	28	6	5	-	2	-	35	6
Subtotal	51	7	6	-	2	-	59	7
Secretary/Clerical								
Male	11	14	2	5	-	1	13	20
Female	109	39	20	11	2	1	131	51
Subtotal	120	53	22	16	2	2	144	71
Skilled Crafts								
Male	34	-	6	-	1	-	41	-
Female	1	-	-	-	-	-	1	-
Subtotal	35	-	6	-	1	-	42	-
Service/Maintenance								
Male	27	21	28	47	-	2	55	70
Female	12	45	47	131	2	7	61	183
Subtotal	39	66	75	178	2	9	116	253
TOTALS								
Male	358	115	58	55	17	8	433	178
Female	385	213	91	147	24	29	500	389
Grand Total	743	328	149	202	41	37	933	567

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach (For informational purposes only...staff employees are reported in their primary occupational category above.)								
Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Male	16	-	-	-	-	-	16	-
Female	10	-	1	-	-	-	11	-
Subtotal	26	-	1	-	-	-	27	-

² "Other/Minority" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, American Indian, and non-resident alien) exclusive of African-American and White. Also included are 40 part-time employees with a race of unknown.

Source: EDS file as of November 1, 2007.

Table 1.1 **Number of Employees by Occupational Category and Race/Ethnicity**
Fall 1997, Fall 2003 to Fall 2007

Occupational Category/Race	Fall 1997	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Executive/Administrative						
Black	5	5	5	7	5	5
% Black	6.2%	8.2%	9.4%	12.7%	9.8%	10.2%
White	75	55	48	48	46	44
Other ¹	1	1	-	-	-	-
% Other	1.2%	1.6%	0.0%	0.0%	0.0%	0.0%
Subtotal	81	61	53	55	51	49
Faculty						
Black	15	15	16	19	19	28
% Black	4.1%	3.0%	3.2%	3.8%	3.9%	5.3%
White	336	437	433	437	417	454
Other	17	46	45	38	53	49
% Other	4.6%	9.2%	9.1%	7.7%	10.8%	9.2%
Subtotal	368	498	494	494	489	531
Professional²						
Black	6	12	14	13	16	14
% Black	5.9%	7.4%	8.0%	7.5%	9.9%	8.5%
White	91	147	155	157	144	146
Other	4	3	6	3	1	4
% Other	4.0%	1.9%	3.4%	1.7%	0.6%	2.4%
Subtotal	101	162	175	173	161	164
Teaching & Research Assistants²						
Black	-	-	1	1	1	1
% Black	-	-	-	0.1%	0.1%	0.1%
White	1	11	11	11	15	56
Other	-	3	-	2	-	7
% Other	-	21.4%	0.0%	14.3%	0.0%	10.9%
Subtotal	1	14	12	14	16	64
Technical/Paraprofessional						
Black	3	3	5	4	7	6
% Black	8.3%	8.1%	16.7%	10.3%	12.7%	9.1%
White	33	34	25	34	46	58
Other	-	-	-	1	2	2
Subtotal	36	37	30	39	55	66
Secretary/Clerical						
Black	32	29	49	45	41	38
% Black	13.3%	13.2%	20.2%	17.3%	17.5%	17.7%
White	204	186	186	192	184	173
Other	4	5	8	23	9	4
% Other	1.7%	2.3%	3.3%	8.8%	3.8%	1.9%
Subtotal	240	220	243	260	234	215
Skilled Crafts						
Black	3	3	7	7	6	6
% Black	17.6%	21.4%	16.3%	16.7%	14.6%	14.3%
White	14	11	34	34	34	35
Other	-	-	2	1	1	1
Subtotal	17	14	43	42	41	42
Service/Maintenance						
Black	142	209	199	228	236	253
% Black	57.3%	57.9%	62.0%	69.1%	70.0%	68.6%
White	104	140	111	86	86	105
Other	2	12	11	16	15	11
% Other	0.8%	3.3%	3.4%	4.8%	4.5%	3.0%
Subtotal	248	361	321	330	337	369
TOTALS						
Black	206	276	296	324	331	351
% Black	18.9%	20.2%	21.6%	23.0%	23.9%	23.4%
White	858	1,021	1,003	999	972	1,071
Other	28	70	72	84	81	78
% Other	2.6%	5.1%	5.3%	6.0%	5.9%	5.2%
% Minority & Other ³	21.4%	25.3%	26.8%	29.0%	29.8%	28.6%
GRAND TOTAL	1,092	1,367	1,371	1,407	1,384	1,500

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach

(For informational purposes only...staff employees are reported in their primary occupational category above.)

Category/Sex	Fall 2006			Fall 2007		
	White	African-American	Total	White	African-American	Total
Male	16	1	17	16	-	16
Female	8	1	9	10	1	11
Subtotal	24	2	26	26	1	27

² HR classifies TAs as students, not employees. A UARA audit in 2003 corrected the reporting omission.

³ Race/ethnicity "Other" includes all race categories other than Black and White. "Minority" includes Other and Black.

Source: EDS file as of November 1, 2007

Table 2:

**Number of Employees by Occupational Category and Status
Fall 2003 - Fall 2007**

Category/Status	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	2-Yr Change 2005-2007	% Change 2003-2007
Executive/Administrative							
Full-Time	61	52	54	51	49	-9.3%	-24.5%
Part-Time	-	1	1	-	-	-	-
Subtotal	61	53	55	51	49	-10.9%	-24.5%
Faculty							
Full-Time Faculty							
Tenured/Tenure-Track	258	265	265	269	296	11.7%	12.8%
Non-Tenure Track	41	49	58	68	67	15.5%	38.8%
Subtotal	299	314	323	337	363	12.4%	17.6%
Part-Time Non-Tenure Track Faculty ¹	199	180	171	152	168	-1.8%	-18.5%
Subtotal	498	494	494	489	531	7.5%	6.2%
Professional							
Full-Time	151	166	170	157	160	(0)	5.6%
Part-Time	11	9	3	4	4	-	-
Subtotal	162	175	173	161	164	-5.2%	1.2%
Teaching & Research Assistants							
Full-Time	-	-	-	-	-	-	-
Part-Time	14	12	14	16	64	357.1%	78.1%
Subtotal	14	12	14	16	64	357.1%	78.1%
Technical/Paraprofessional							
Full-Time	31	23	31	51	59	90.3%	47.5%
Part-Time	6	7	8	4	7	-	-
Subtotal	37	30	39	55	66	69.2%	43.9%
Secretary/Clerical							
Full-Time	168	162	155	152	144	-7.1%	-16.7%
Part-Time	52	81	105	82	71	-32.4%	26.8%
Subtotal	220	243	260	234	215	-17.3%	-2.3%
Skilled Crafts							
Full-Time	14	41	42	41	42	-	66.7%
Part-Time	-	2	-	-	-	-	0.0%
Subtotal	14	43	42	41	42	-	66.7%
Service/Maintenance							
Full-Time	171	128	122	119	116	-4.9%	-47.4%
Part-Time	190	193	208	218	253	21.6%	24.9%
Subtotal	361	321	330	337	369	11.8%	2.2%
TOTALS							
Full-Time	895	886	897	908	933	75.6%	48.8%
Part-Time	472	485	510	476	567	11.2%	16.8%
GRAND TOTAL	1,367	1,371	1,407	1,384	1,500	6.6%	8.9%

Notes: As of fall 2006, IPEDS' policy classified librarians as professionals.

General: No accurate recording of Teaching Assistants was kept until 2003.

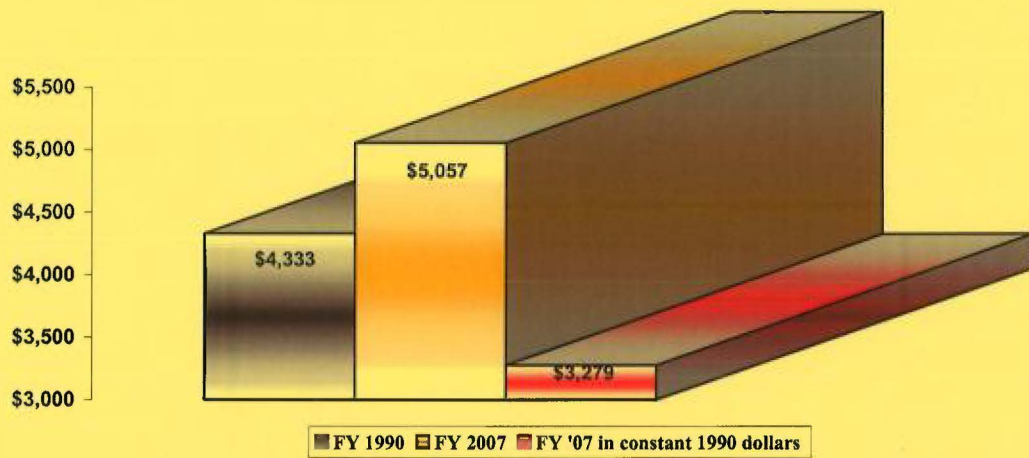
In 2004, Human Resources reclassified many service/maintenance personnel as skilled crafts personnel.

Additional Part-time Faculty	Fall 2005	Fall 2006	Fall 2007
Administrative/Professional Staff who teach	33	26	27
(For informational purposes only...staff employees are reported in their primary occupational category above.)			

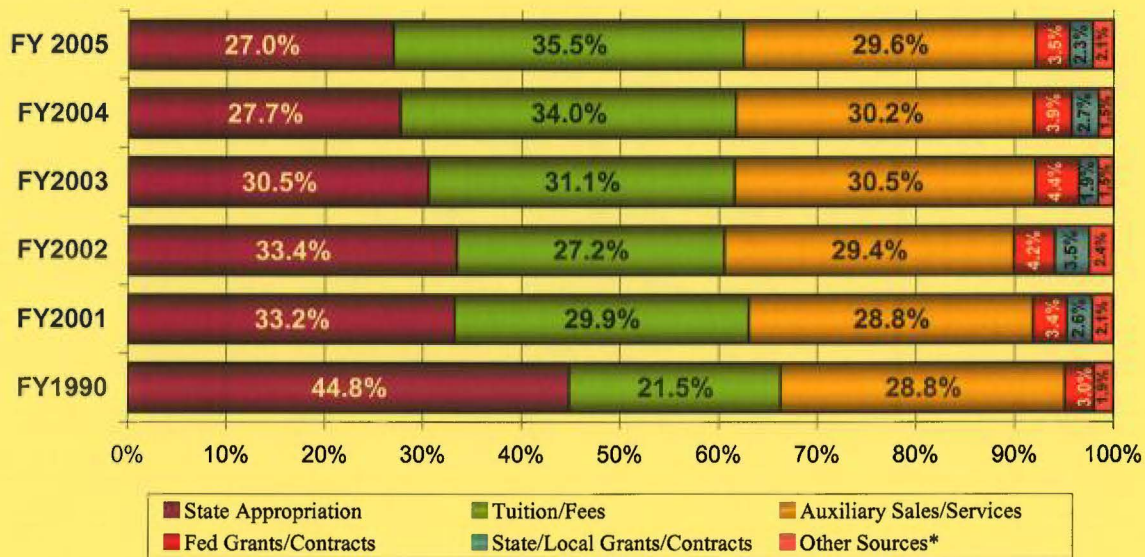
Source: EDS file as of November 1, 2007

Resources

Salisbury University - State Appropriation per FTES:
FY 1990, FY 2007, FY 2007 in constant 1990 dollars



Operating Revenue by Source: FY1990, FY2001 - FY2005



*Includes private gifts, transfers, investment income.

Source: Audited Financial Statements

REPORT

Subject: [Illegible] Date: [Illegible]



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25
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Summary of findings: [Illegible]

[Illegible]	[Illegible]
[Illegible]	[Illegible]
[Illegible]	[Illegible]
[Illegible]	[Illegible]
[Illegible]	[Illegible]
[Illegible]	[Illegible]
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25
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Conclusion: [Illegible]

Recommendations: [Illegible]

Prepared by: [Illegible]

Table 1 :

Tuition and Fees, 2002-03 through 2007-08

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	5-yr change
Tuition and Fees - Full-Time							
Resident	\$4,804	\$5,564	\$5,976	\$6,376	\$6,412	\$6,412	\$848
% Increase	7.1%	15.8%	7.4%	6.7%	0.6%	0.0%	33.5%
Non-Resident	\$10,568	\$12,452	\$13,554	\$14,054	\$14,306	\$14,500	\$2,048
% Increase	6.3%	17.8%	8.8%	3.7%	1.8%	1.4%	35.4%
Room (double occupancy)	\$3,300	\$3,350	\$3,450	\$3,554	\$3,732	\$3,880	\$530
% Room Increase	4.8%	1.5%	3.0%	3.0%	5.0%	4.0%	13.1%
Board (19-meal plan)	\$3,050	\$3,550	\$3,600	\$3,378	\$3,514	\$3,724	\$174
% Board Increase	3.7%	16.4%	1.4%	-6.2%	4.0%	6.0%	15.2%
Total Tuition, Room & Board							
Resident	\$11,154	\$12,464	\$13,026	\$13,308	\$13,658	\$14,016	\$1,552
% Increase	5.5%	11.7%	4.5%	2.2%	2.6%	2.6%	22.4%
Non-Resident	\$16,918	\$19,352	\$20,604	\$20,986	\$21,552	\$22,104	\$2,752
% Increase	5.5%	14.4%	6.5%	1.9%	2.7%	2.6%	27.4%
Tuition and Fees Per Credit Hour							
Resident - Undergraduate	\$142	\$171	\$188	\$200	\$200	\$200	\$29
% Increase	5.2%	20.4%	9.9%	6.4%	0.0%	0.0%	40.8%
Non-Resident - Undergraduate	\$370	\$443	\$487	\$520	\$529	\$537	\$94
% Increase	7.2%	19.7%	9.9%	6.8%	1.7%	1.5%	43.0%
Resident - Graduate	\$184	\$215	\$244	\$249	\$260	\$260	\$45
% Increase	5.7%	16.8%	13.5%	2.0%	4.4%	0.0%	41.3%
Non-Resident - Graduate	\$380	\$455	\$500	\$535	\$546	\$556	\$176
% Increase	7.0%	19.7%	9.9%	7.0%	2.1%	1.8%	43.7%
Athletic Fee	-	-	-	\$13	\$13	\$13	\$13
Facilities Fee	\$4	\$4	\$4	\$23	\$25	\$25	\$21
Student Activities Fee (UG Only)	-	-	-	\$3	\$3	\$3	\$3
Technology Fee	\$3	\$4	\$4	\$4	\$4	\$4	\$1
University Center Operating Fee	-	-	-	\$7	\$7	\$7	\$7

Source: Salisbury University Tuition and Fee Schedule, SU Budget Office

Figure 1:

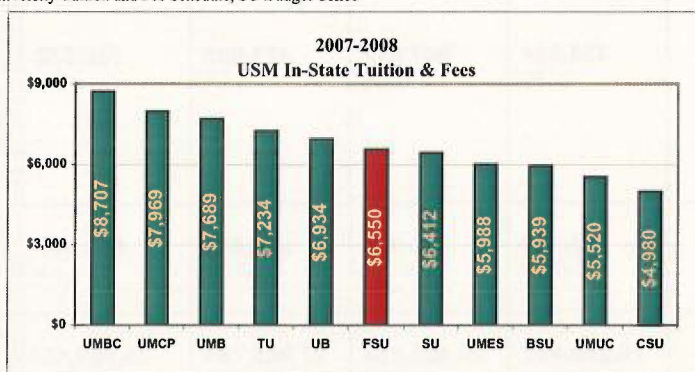
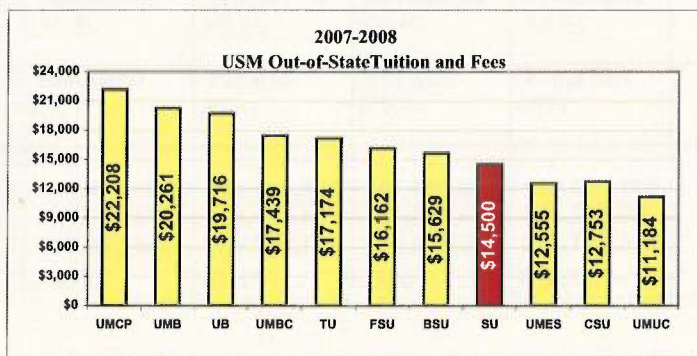


Figure 2:



Source: USM Website: "Schedule of Tuition and Mandatory Fees: FY '08".

Table 2: Operating Revenue by Source: Fiscal Year 2002 - 2006¹

Source	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total	FY 2006 % of FY Total
Tuition and Fees	\$27,113,008	\$30,089,461	\$35,592,779	\$38,965,402	\$42,086,104
<i>Less: Scholarship Allowances²</i>	<i>3,090,856</i>	<i>3,407,261</i>	<i>4,321,100</i>	<i>4,708,318</i>	<i>4,994,599</i>
Net Tuition and Fees	24,022,152	26,682,200	31,271,679	34,257,084	37,091,505
	29.5%	33.6%	36.9%	38.5%	38.7%
State Appropriations					
State	29,499,698	26,200,058	25,442,364	25,995,091	27,570,519
% of Total	32.1%	29.2%	26.4%	25.7%	25.4%
Federal Operating Grants & Contracts Federal Operating	3,668,499	3,816,767	3,544,091	3,335,379	3,122,554
% of Total	4.0%	4.3%	3.7%	3.3%	2.9%
Other Operating Grants and Gifts					
Federal-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
State-Restricted	3,071,796	1,653,556	2,501,007	2,240,615	1,812,204
%	3.3%	1.8%	2.6%	2.2%	1.7%
State-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Private Gifts, Grants and Contracts:					
Restricted	358,924	507,612	473,830	208,338	361,816
% of Total	0.4%	0.6%	0.5%	0.2%	0.3%
Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Sales and Services of Educational Activities	121,189	238,942	205,436	606,467	738,405
% of Total	0.1%	0.3%	0.2%	0.6%	0.7%
Sales and Services of Auxiliary Enterprises	26,253,862	26,492,252	27,965,788	28,669,488	31,302,748
<i>Less: Scholarship Allowances²</i>	<i>321,752</i>	<i>329,222</i>	<i>199,471</i>	<i>114,403</i>	<i>283,214</i>
Net Tuition and Fees	25,932,110	26,163,030	27,766,317	28,555,085	31,019,534
% of Total	28.6%	29.6%	29.0%	28.3%	28.8%
Other Sources	1,676,974	583,119	695,309	1,197,449	1,724,051
% of Total	1.8%	0.7%	0.7%	1.2%	1.6%
Total Current Funds					
Revenues	\$91,763,950	\$89,581,767	\$96,420,604	\$101,218,229	\$108,718,401
<i>Less Allowances</i>	<i>\$3,412,608</i>	<i>\$3,736,483</i>	<i>\$4,520,571</i>	<i>\$4,822,721</i>	<i>\$5,277,813</i>
Net Current Funds Revenues	\$88,351,342	\$85,845,284	\$91,900,033	\$96,395,508	\$103,440,588
%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Audited Financials

¹This report runs a year behind due to federal reporting dates and audit timetables. More recent information is available from the Budget Office

²IPEDS has changed reporting standards, and now "Tuition & Fees" and "Sales/Services of Auxiliary Items" are reported net of scholarship allowances. Use the first line item in these categories for comparative purposes.

Figure 3:

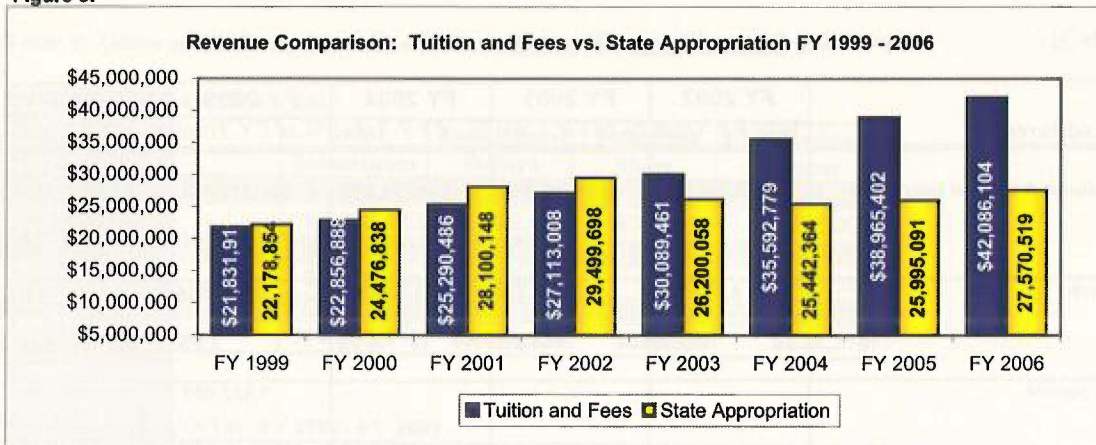


Figure 4:

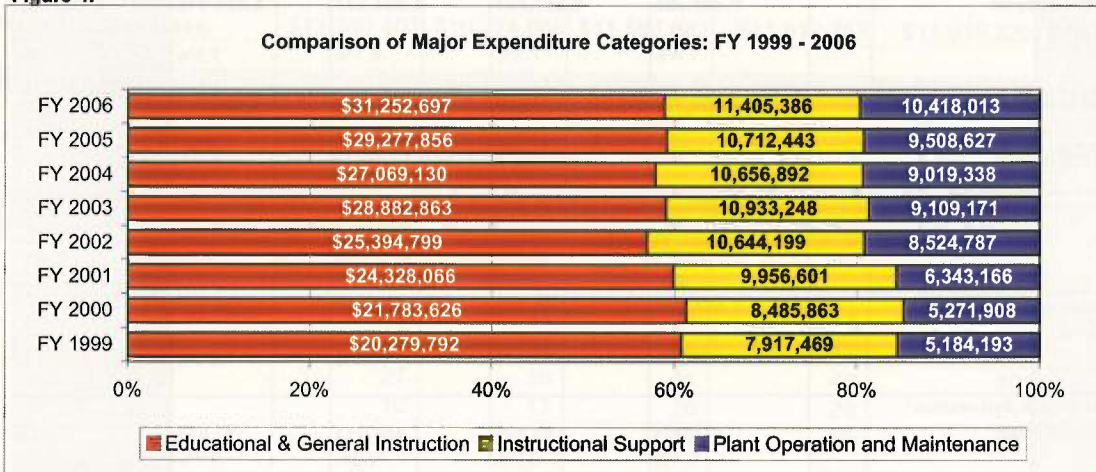


Figure 5:

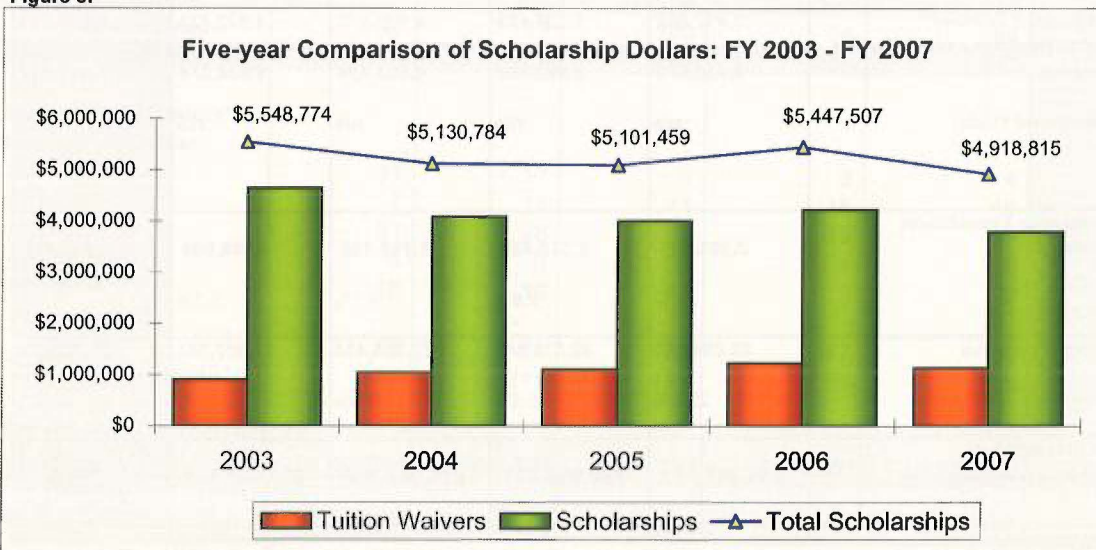


Table 3: Operating Expenditures: Fiscal Year 2002 - Fiscal Year 2006¹

Expenditures	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total	FY 2006 % of FY Total
Educational & General Instruction	\$25,394,799 29.8%	\$28,882,863 32.5%	\$27,069,130 31.5%	\$29,277,856 32.5%	\$31,252,697 32.7%
Research	4,986,751 5.8%	3,857,334 4.3%	3,559,886 4.1%	2,164,516 2.4%	1,872,457 2.0%
Public Service	- -	- -	- -	1,632,007 1.8%	2,365,908 2.5%
Academic Support	6,305,288 7.4%	6,357,721 7.1%	6,994,577 8.1%	6,880,115 7.6%	7,390,562 7.7%
Student Services	4,834,777 5.7%	4,737,215 5.3%	4,375,043 5.1%	4,049,715 4.5%	3,893,368 4.1%
Instructional Support	10,644,199 12.5%	10,933,248 12.3%	10,656,892 12.4%	10,712,443 11.9%	11,405,386 11.9%
Operation and Maintenance of Plant	8,524,787 10.0%	9,109,171 10.2%	9,019,338 10.5%	9,508,627 10.5%	10,418,013 10.9%
Scholarships & Fellowships²					
Restricted Funds	118,264 0.1%	169,409 0.2%	138,915 0.2%	101,857 0.1%	79,700 0.1%
<i>Scholarship Allowances as reported in Operating Revenues³</i>	3,412,608	3,736,483	4,520,571	4,822,721	5,277,813
<i>Gross Scholarships and Scholarship Allowances</i>	3,530,872	3,905,892	4,659,486	4,924,578	5,357,513
Unrestricted Funds	n/a -	n/a -	n/a -	n/a -	n/a -
Non-Operating Expenditures and Reduction	2,363,531 2.8%	2,318,439 2.6%	1,785,155 2.1%	1,968,656 2.2%	1,632,451 1.7%
Auxiliary Enterprises	22,094,765 25.9%	22,574,043 25.4%	22,363,454 26.0%	23,857,351 26.5%	25,262,470 26.4%
Total Current Funds Expenditures & Deductions	\$85,267,161 100.0%	\$88,939,443 100.0%	\$85,962,390 100.0%	\$90,153,143 100.0%	\$95,573,012 100.0%

Source: IPEDS Finance Report

¹This report runs a year behind because of the federal reporting date. For additional information, see the Budget Office.

² Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2002

³IPEDS has changed reporting standards, and now "Scholarships & Fellowships" are reported net of scholarship allowances.

Use the "Gross Scholarships and Scholarship Allowances" line in these categories for comparative purposes.

Table 4: Office of University Research Services Funding Report

EXTERNAL GRANTS: FY 2007

	Total Submissions	Total Award Dollars	Total Cost Share	FY 07 Indirect Amount
Administration	\$1,183,589	\$16,719	\$0	1,312
Fulton	\$5,683,183	\$1,022,482	\$301,890	\$56,096
Henson	\$2,528,540	\$876,299	\$19,000	\$75,266
Perdue	\$2,458,895	\$523,890	\$0	\$78,533
Seidel	\$2,681,503	\$1,247,546	\$0	\$67,011
FY 2006 Totals	\$14,535,710	\$3,686,936	\$320,890	\$278,218

EXTERNAL GRANTS: FY 2002- FY 2007

	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07
Total Dollar Amount of Submitted Proposals	\$12,380,407	\$10,274,566	\$11,567,842	\$11,512,753	\$11,915,320	\$14,535,710
Total Award Dollars	\$5,358,870	\$4,474,367	\$4,730,622	\$3,533,527	\$3,846,811	\$3,686,936
Total Annual Dollars	\$4,674,231	\$3,383,947	\$4,730,622	\$4,273,891	\$4,315,691	\$3,686,936
Percent of Dollars Awarded (vs. Submitted)	43%	44%	41%	31%	32%	25%
Proposals Submitted (#)						
Administration	13	11	11	7	4	5
Fulton	11	14	16	17	28	20
Henson	27	38	45	48	50	37
Perdue	10	17	26	26	21	18
Seidel	24	27	36	30	29	34
Ward Museum	-	-	-	-	-	-
Total Submitted	85	107	134	128	132	114
Total Awarded	47	73	100	94	84	82
Percent Awarded	55%	68%	75%	73%	64%	72%
Principal Investigators*						
*unduplicated count						
Administration	11	11	8	3	4	6
Fulton	7	11	11	15	16	11
Henson	21	28	24	19	17	18
Perdue	4	3	6	5	6	5
Seidel	10	10	11	5	8	7
Ward Museum	-	-	-	-	-	-
Total	53	63	60	47	51	47
% of FT Faculty	18%	21%	19%	15%	15%	14%
Cost Share Committed on Total Awards	\$782,766	\$992,636	\$714,832	\$547,691	\$925,471	\$320,890
Cost Share as % of Total Awards	15%	22%	15%	15%	24%	9%

Source: SU's Office of University Research Services Annual Report, Fiscal Year 2007

Table 5:

LIBRARY COLLECTIONS AND TRANSACTIONS
Fall 1997, Fall 2002 - Fall 2007

Library Collections

	1997	2002	2003	2004	2005	2006	2007	5-yr. chng
✓ Number of volumes	240,007	253,958	253,168	254,151	263,295	269,550	269,426	15,468 6.1%
Separate government documents collections	198,980	236,741	240,958	241,604	245,179	246,468	248,446	11,705 4.9%
✓ Microforms <i>Databases</i>	653,046	738,503	752,088	747,871	750,272	750,971	752,217	13,714 1.9%
✓ Current periodical subscriptions	1,668	1,711	1,711	1,271	1,252	1,235	1,241	(470) -27.5%
Audio-visual materials	29,589	10,690	4,535	4,467	1,013	1,105	1,216	(9,474) -88.6%
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467	23,467	23,467	

Library Transactions

	1997	2002	2003	2004	2005	2006	2007	5-yr. chng
✓ Total hours open per typical week	101	100	100	100	100	100	100	- 0.0%
General Loans (Circulation)	43,142	27,674	31,344	32,979	32,334	31,367	31,988	4,314 15.6%
Reserve Loans	23,102	16,844	17,903	14,020	18,514	20,582	33,882	17,038 101.2%
Directional Transactions	17,397	3,160	4,259	3,930	4,264	4,433	7,967	4,807 152.1%
Informational Transactions	27,573	10,072	10,817	9,089	9,211	9,131	6,173	(3,899) -38.7%
Bibliographic Instruction								
a. Population served	997	1,664	2,283	1,847	1,672	2,000	2,542	878
b. Number of Classes	76	87	112	85	82	62	134	47
Orientations								
a. Population served	519	162	-	-	-	-	-	(162)
b. Number of Groups	38	7	-	-	-	-	-	(7)

Source: SU's Library Office

Facilities Inventory: 2007-08

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Admissions Center	Offices	1930	1998	4,337	7,700
Allenwood Center (Unit 300 thru 700)	Offices/Lab	Est. 1972	1999 - 2002	8,968	11,618
Architectural & Engineering Ctr	Offices	Est.1950	--	1,073	1,535
Alumni House	Alumni Support	1996	--	3,490	7,818
Athletic Storage Building	Storage	1999	--	2,250	2,250
Athletic Team Building	Sports/Maintenance	1984	--	2,178	3,403
BEACON House	Offices	1943	1995	1,233	2,559
Blackwell Library	Library	1958	1975	33,839	67,125
Camden House	Offices	Est. 1940	2002	2,083	2,680
Carriage House	Residential	1930	--	1,148	1,409
Caruthers Hall	Classrooms/Offices	1955	1979	33,446	53,523
Center for Conflict Resolution	Offices	1934	1994	1,410	2,917
Center for International Education	Offices	Est. 1940	2006	1,657	2,368
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,135	48,118
Commons Building	Dining Hall	1997	--	70,462	124,589
Devilbiss Science Hall	Classrooms/Offices	1967	2003	40,373	59,886
Dogwood Village	Dormitory	1985	--	20,225	26,880
East Campus Complex	Classrooms/Offices	1989	--	25,127	30,695
Foundation Center	Offices	1925	2000	2,435	5,468
Fulton Hall	Classrooms/Offices	1991	--	49,703	95,000
Greenhouse	Maintenance	1994	--	5,010	5,150
Grounds Storage Building	Storage	1999	--	1,875	1,875
Henson Science Hall	Classrooms/Offices	2002	--	78,031	144,723
Holloway Hall	Classrooms/Offices	1924	1976	64,193	118,127
Honors House	Classrooms/Offices	1956	1994	3,590	3,946
Indoor Tennis Center	Sports	1975	--	19,500	20,000
Maggs Annex	Offices	1984	--	1,225	1,792
Maggs Annex "A"	Offices	1951	2005	671	768
Maggs Physical Activity Center	Classrooms/Offices	1977	--	52,730	113,904
Maintenance Building	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
PACE (Public Affairs & Cival Engagement)	Offices	1947	1993	1,839	2,000
Philosophy House	Classrooms/Offices	1928	--	1,958	3,340
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
President's Residence	Residential	Est. 1930	1994	4,474	5,264
Regents Retreat	Residential	Est. 1965	1996	1,080	1,080
Scarborough Leadership Center	Student Organizations	2001	--	5,124	8,400
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	1,680	4,800
Student Art Center	Offices	1942	--	1,535	2,457
Support Services	Office/Warehouse	Est. 1960	2002	14,876	15,200
University Analysis, Reporting, & Assessment	Academic	1937	2005	1,388	3,085
University Center	Student Activites	1988	--	36,126	72,718
University Center Annex B	Offices	1951	1980	695	768
University Police	Offices	1965	1992	4,451	6,050
Ward Museum	Museum	1992	--	21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
Total Footage				882,053	1,444,989
Total square footage consisting of:		1) Auxiliary Enterprises (dormitories, student union, dining hall)		366,007	576,011
		2) Other		498,966	844,520
		3) Foundation Owned		17,080	24,458
Acres of Land Maintained		153.7			

Source: Physical Plant Department, 12/17/07

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Glossary

Adjunct Faculty: Part-time, temporary faculty

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Annual Student Credit Hours (ASCH): The sum of fall and spring student credit hours.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippines, American Samoa, India, and Vietnam.

AY: Academic Year. The period typically defined by the fall and spring semesters and culminating with the immediate following summer sessions.

Black, Non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin). African-American is often used interchangeably with Black.

Budget FTES: The average of fall and spring FTES.

COOP: A student formally admitted at one USM institution through the Inter-Institutional Registration Program and taking courses for credit at another USM institution to complete his or her degree requirements.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Degree-Seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award.

First-Year Student: A student who has completed less than the equivalent of one full year of undergraduate work (30 semester hours).

FTES (Full-time Equivalent Student): The number of student course credits assumed to constitute a full-time load. That load is 15 credit hours for undergraduate students and 12 for graduate students.

FTEF (Full-time Equivalent Faculty): The number of faculty course equivalents assumed to constitute a full-time load. It is calculated by dividing the actual course equivalent by the expected course equivalent.

F/T (Full-time): The status of an undergraduate student registered for a minimum of 12 credit hours and a minimum of 9 credit hours for a graduate student.

FY: Fiscal Year. That period beginning July 1 and ending June 30.

Graduation Rate: The percentage of a given student cohort that completes the requirements to graduate within a given time period.

HBI: Historically Black Institutions

HBCU: Historically Black Colleges and Universities

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

In-State Student: A student who is a legal resident of the state in which he/she attends school.

Lecturer: The rank given to full-time non-tenured faculty.

Matriculated/Degree-Seeking Students: Students who have been formally admitted and enrolled.

MHEC: Maryland Higher Education Commission

MFR: (Managing For Results) A State of Maryland results-driven accountability process.

New Freshmen: Students enrolled in a higher education institution for the first time and having less than 24 student credit hours.

Non-Degree Seeking Students: Students who are taking 1 or more courses and have not been formally admitted to the University.

Nonresident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Non-Tenured Faculty: Non-permanent faculty. May be either full- or part-time. Part-time non-tenured faculty are often referred to as "adjunct" faculty.

Other: Referencing geographic origin, those students with permanent resident visas or who are US citizens with a foreign address.

Other Minority: Includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Out-of-State Student: A student who is not a legal resident of the state in which he/she attends school.

Percentage of Known Minorities: The number of American Indian, Asian, Black, and Hispanic students divided by the total number of students after first subtracting those students who do not report any race/ethnicity.

P/T (Part-time): The status of an undergraduate student registered for 11 or less credit hours or a graduate student registered for 8 or less credit hours.

Post-baccalaureate Student: A student who has earned a bachelor's degree and is enrolled in graduate or first-professional courses.

Race/Ethnicity: Categories used to describe groups to which individuals belong based more or less on distinct genetically transmitted physical characteristics. The categories do not denote scientific definitions of anthropological origins. Currently, a person may be included in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are:

- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White, non-Hispanic

Resident Alien: A person who is not a citizen or national of the US and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688) or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

SAT I: A college entrance exam required by many colleges and universities

SCH: Student Credit Hours

Tenured Faculty: Status of a faculty with respect to the permanence of position.

Tenure-Track Faculty: Faculty hired under a contract leading to permanence of position if/when earned.

Terminal Degree: Highest degree awarded in a particular field such as masters of social work, respiratory therapy, medical technology, fine arts, and a CPA/MA or MS. This naturally includes the doctoral degree.

Time to Degree: The length of time it takes students to complete degree requirements. This differs from the graduation rate since it only considers students who persist to completion.

Transfer Student: A student entering the University for the first time but known to have previously attended another postsecondary institution at the same level.

Unknown Race: People who have not identified themselves with any racial or ethnic group.

USM: University System of Maryland

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).